DOCUMENT RESUME

ED 316 473 SO 020 623

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TITLE Integrated Occupational Program Social Studies Grade 8 and 9: Program of Studies/Curriculum Guide. Interim 1989.
INSTITUTION Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
REPORT NO ISBN-0-7732-0102-5
PUB DATE 89
NOTE 109p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Cognitive Development; Foreign Countries; Grade 8; Grade 9; Junior High Schools; *Learning Problems; Resource Units; *Social Studies; Teaching Guides; Thinking Skills
IDENTIFIERS *Alberta

ABSTRACT

This program is intended for students in grades 8 and 9 who have experienced difficulty in learning and may function a year or more behind their age peers. It is designed to provide for the development of essential knowledge, skills, and attitudes needed by students to become responsible citizens and contributing members of society. Major emphasis is placed on the development of process, communication, and participation skills, and inquiry strategies to enhance students' ability to make adjustments to changing circumstances. The program is developed within contexts that are meaningful and relevant to students. Many instructional opportunities are provided to help learning through thematic study, through the integration of skills across the curriculum, and through the application of skills to real life situations. These approaches add a motivational dimension to the program and provide students with systematic and logical approaches for managing unfamiliar situations. The guide outlines the philosophy and goals of the program, discusses the required and elective components, offers suggestions for planning, lists learning resources, presents methodology and evaluation, scope and sequence, and provides a detailed presentation of the content of the social studies courses in this program. (JB)

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ED316473

INTEGRATED OCCUPATIONAL PROGRAM

Program of Studies/Curriculum Guide
Grades 8 and 9

SOCIAL STUDIES

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INTERIM 1989

SO 020 623

Curriculum

Alberta
EDUCATION

Social Studies

Program of Studies/Curriculum Guide

Grades 8 and 9

INTERIM 1989

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.
Social studies grade 8 and 9 : program of studies/curriculum guide.

ISBN 0-7732-0102-5

1. Social sciences -- Study and teaching (Secondary). I. Integrated Occupational Program. II. Title.

H69.A333 1989 300.7

NOTE

CURRICULAR DOCUMENT FORMAT

To provide educators with a comprehensive overview of the Integrated Occupational Program, all I.O.P. curricular documents have adopted the format of combining the Program of Studies and Curriculum Guide into one document. The shaded statements or segments within this document indicate the prescriptive contents of the Program of Studies. All other advice and direction provided are suggested only.

The terminology and format used in this document reflect policy in effect when I.O.P. curriculum development began in 1987.

METRICATION POLICY

It is the policy of Alberta Education that "SI units become the principal system of measurement in the curriculum of the schools in the province". In preparing students for transition to the workplace where Imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the practical arts/occupational component of the Integrated Occupational Program.

The comparison/teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

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ACKNOWLEDGMENTS

The Integrated Occupational Program Social Studies 8 and 9 Program of Studies/Curriculum Guide has been developed through the cooperative efforts of many individuals. Each person's contribution is sincerely appreciated. The program has also benefited from the validation of a number of educators across the province. Their comments provided valuable assistance and direction.

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RATIONALE

The Integrated Occupational Program is intended for students who have experienced difficulty in learning and may function a year or more behind their age peers.

The I.O.P. Social Studies 8 and 9 Program of Studies/Curriculum Guide is designed to provide for the development of essential knowledge, skills and attitudes needed for students to become responsible citizens and contributing members of society. Major emphasis is placed on the development of process, communication and participation skills, and inquiry strategies to enhance students' ability to make adjustments to changing circumstances.

In a rapidly changing technological society, students require effective problem-solving/decision-making skills. The social studies program emphasizes the development of the ability to make intelligent choices and to understand that one has to live with the consequences of personal decisions. Students are encouraged to develop realistic aspirations regarding their future endeavours and responsible attitudes toward citizenship.

The I.O.P. Social Studies 8 and 9 program has been developed within contexts that are meaningful and relevant to the student. Many instructional opportunities are provided to facilitate learning through "thematic" study, through the integration of skills "across the curriculum" and through the application of skills to "real life" situations. These approaches add a motivational dimension to the program and provide students with the direct assistance they need to transfer specific skills to more generalized situations.

Integrated Occupational Program students may be unaware of the strategies they may generate and deploy to become more efficient in their cognitive functioning. Evidence suggests that students with learning difficulties can learn and apply appropriate behavioural strategies. The strategies for acquiring, interpreting and communicating information, solving problems and making decisions that are developed and applied throughout the program will provide students with systematic and logical approaches for managing unfamiliar situations.

The passive acceptance of failure often apparent in the behaviour of I.O.P. students will be reversed and students will:

- become self-motivated and self-directed decision makers
- gain increased confidence in taking risks, accepting challenges and making decisions
- develop a sense of self-worth and confidence in their ability to participate responsibly in a changing society.

PHILOSOPHY

The Integrated Occupational Social Studies 8 and 9 program focusses first and foremost on the needs of the learner. Each student must be viewed holistically and as being capable of success in learning endeavours. Attitude and self-esteem are powerful influences over learning, therefore, the program must foster in each student a positive self-concept and a positive attitude toward learning. The knowledge, skills and attitudes imparted must:

- provide meaningful and relevant experiences
- be appropriate to student ability
- provide for student success
- provide the knowledge necessary to make informed decisions.

Students vary in the way they receive, process, recall, apply, and communicate information. Each student has a preferred learning style. Instructional planning and delivery requires careful assessment of each student's developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery at the local level may often be necessary to ensure that individual student needs are being met.

An integrated approach presupposes the linking together of various skills and strategies into meaningful activities and applications. Abstract concepts and ideas will adopt new meaning and significance to students when applied to real life experiences. The organization of social studies into "themes" is intended to promote holistic learning, thus de-emphasizing skill development in isolation.

Although Integrated Occupational Program students may be at various stages of cognitive development, most will continue to use concrete operational thinking. Students will depend on personal experience and personalized content to relate ideas. As the process of analysis must be based on tangible experiences, learning activities should begin at the concrete level of thinking and progress to the more abstract thought processes. Appropriate strategies for providing direct assistance to the learner to facilitate this advancement have been included in this Program of Studies/Curriculum Guide and the Teacher Resource Manual.

The Integrated Occupational Social Studies program is designed to accommodate the needs, abilities and interests of the I.O.P. student by providing an opportunity to promote a further understanding of traditional social studies as it relates to an appropriate knowledge base and the changing family, community, provincial, country and world environments. In addition, the Integrated Occupational Social Studies program expands the concept of "social" to include the personal and interpersonal skills necessary for students to develop into responsible community members at home, at school and in the workplace.

GOALS OF I.O.P. SOCIAL STUDIES 8 AND 9

Within the Integrated Occupational Social Studies 8 and 9 program, students will be expected to:

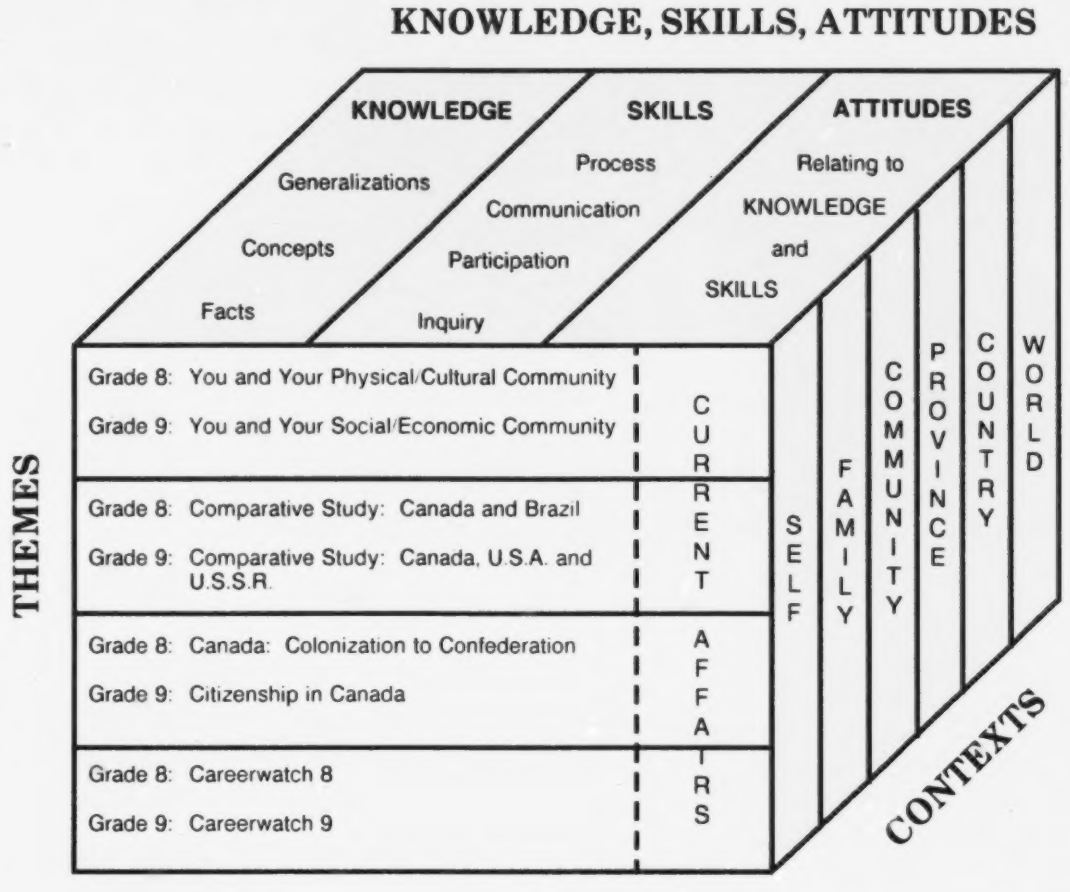
- develop the essential knowledge, skills and attitudes necessary for responsible participation at home, at school, in the community and in the workplace
- develop positive attitudes toward lifelong learning and responsible citizenship
- apply critical and creative thinking skills to a variety of life situations
- develop a respect for the dignity and worth of self and others
- acquire the personal and interpersonal skills that will enable them to:
  - function appropriately in a variety of settings
  - develop a positive self-concept
  - experience social acceptance.

MODEL FOR I.O.P. SOCIAL STUDIES 8 AND 9

The model for the Integrated Occupational Social Studies 8 and 9 program illustrates an integration of program dimensions, thus emphasizing a holistic approach to instruction and learning.

The three faces of the cube provide the basis for an integrated program.

- The KNOWLEDGE, SKILLS and ATTITUDES on the top face of the development cube constitute the prescribed component of the program.
- The CONTEXTS provide relevance for student learning. Learning begins with the individual's "self" and evolves through family, community, province, country and the world as student understanding of relationships develops.
- The THEMES provide the vehicle through which the learning of knowledge, skills and attitudes may be facilitated.



KNOWLEDGE, SKILLS AND ATTITUDES

The knowledge, skills and attitudes outlined on the top face of the cube represent the student learning outcomes of Social Studies 8 and 9 and are detailed later in this document. The knowledge, skills and attitudes that are identified are appropriate for lifelong learning and responsible citizenship throughout the home, the school, the workplace and the community.

The concepts to be addressed throughout the program are intended to assist learners to develop a thorough knowledge base appropriate to social studies and the ability, needs and interests of students.

The Program of Studies/Curriculum Guide is organized into four knowledge areas at each grade level. Related generalizations, concepts, facts, skills and attitudes are addressed within each section. The knowledge components are:

Grade 8	Grade 9
Personal/Interpersonal Development	Personal/Interpersonal Development
The Physical and Cultural Community	The Social and Economic Community
Canada: Colonization to Confederation	Citizenship in Canada
Careerwatch 8	Careerwatch 9

Current affairs are to be incorporated throughout the program as they relate to the concepts, skills and attitudes under study.

The skills component of the program provides opportunities for students to expand and apply process, communication and participation skills, and inquiry strategies. The personal/interpersonal development component of the social studies program will provide opportunities for students to enhance their communication and participation skills.

Social studies requires the examination of attitudes. Attitudes to be enhanced are outlined on the initial page of each general concept area to be developed throughout the program. Activities designed to facilitate an atmosphere of free and open inquiry will encourage the development of attitudes, self-confidence, participation in trusting relationships and responsible citizenship.

CONTEXTS FOR INSTRUCTION

The value and meaning of learning increases when students understand the effect of course content on their personal lives. To enhance understanding, the contexts for instruction in Social Studies 8 and 9 begin with self (i.e., where the student is presently at) and extend to situations within the family and community with which the student can readily identify. As students become comfortable with knowledge, skills and attitudes applied to these familiar contexts, instruction is then extended and applied to the less familiar contexts of province, country and world.

THEMES

Themes provide the applications and tasks in which discrete skills and strategies are combined into meaningful activities. Such activities direct attention and inquiry to a particular topic or concern, and provide students with the experiences necessary for successful functioning in the home, the school, the workplace and the community.

The thematic approach provides for the natural integration of a variety of knowledge, skills and attitudes and allows students the opportunity to solve problems and make decisions that relate to real issues affecting their lives. The advantages of thematic instruction are that each unit:

- provides activities at all levels of thinking, such as recalling, applying, analyzing, synthesizing and evaluating
- provides for cumulative development of background knowledge and skills, enabling students to retain, relate and transfer learnings from day to day
- furnishes the opportunity to review learned skills in novel contexts, thus promoting the transfer of knowledge, skills and attitudes. Accessing prior knowledge and providing links to new contexts is an important component of an integrated program
- encourages flexibility to respond to student interests which is a powerful tool in advancing individual motivation and skill development. When students perceive ownership for the learning contexts and help develop a portion of the curriculum, learning is more readily facilitated
- allows for the accommodation of individual differences in interests, abilities and learning styles
- provides the opportunity to develop strategies and skills in problem solving and decision making through investigations that reflect real issues and problems present in the community
- promotes the use of various media, resources and instructional approaches.

The social studies knowledge, skills and attitudes are embedded in four themes at each grade level. The themes are listed on the front face of the cube and are developed in the *Teacher Resource Manual*.

INTERPERSONAL SKILLS AND THE SOCIAL SPHERE

Junior high school students are in a transitional stage of life. Adolescence, which is characterized by rapid growth and the onset of puberty, is often a time of uncertainty and excessive concern about peer relationships. Responses in early adolescence may appear to be volatile and inconsistent, as students are developing the ability to reflect upon and analyze their emotions. Students at this age are preparing to be adults.

Although schools are not the sole influences on the student's emotional, social and moral development, the instructional program does affect interpersonal learning.

The Goals of Secondary Education state the importance of affective, interpersonal and moral goals when they indicate that students should:

- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others based on respect, trust, cooperation, consideration and caring as one aspect of ethical behaviour.

Students will vary in their emotional/social development and their ability to cope with personal problems. Behaviours viewed as "problematic" are often simply an indication of the adolescent's lack of sophistication in using adult skills. Classroom instruction must provide a variety of approaches that will encourage students to reflect upon their responses in social situations and to develop productive interpersonal skills. The guidelines that follow have been adapted from Alberta Education's monograph *Students' Interactions: The Social Sphere* (1988), and are intended to foster affective, interpersonal and moral learning within the classroom:

- Model appropriate behaviour for students. When teachers are polite and respectful of students' dignity, students will respond positively. Students imitate and thereby implicitly learn to deal with emotions, other people and moral issues by observing the consistency of adult behaviour.
- Encourage students to express their opinions and feelings, to ask questions and to accept emotions as they occur in day-to-day life. Through mediated learning, encourage students to examine emotional responses from different frames of reference, and to organize and interpret their own responses as well as the responses of others.
- Provide students with supportive comments, guidance and genuine expressions of concern. Set expectations that are firm and fair, and then believe in the students' ability to meet these expectations and do well. Develop "working agreements" to help tasks flow smoothly, and to ensure that students understand the nature of the instructional tasks they are asked to perform.
- Ensure that classroom management practices and rules are known, upheld, moderate in nature, negotiable, and consistently applied. Responding to the harmful or unjust effects/consequences of a moral transgression is more effective than reference to broken rules or unfulfilled social conventions.
- Recognize that experiential learning is a particularly effective vehicle for teaching interpersonal skills. Although some learning may occur through listening and reading, one best learns to live with other people by living with other people. Cooperative learning techniques are especially useful where students are actively involved in lessons linked to their own needs, interests or experiences.

- Be aware that although adolescents deal with a number of issues, they usually cope by managing one problem/issue in their lives at a time. Help students to integrate various aspects of their lives by encouraging them to recognize how various problems/issues/solutions are often interrelated.

- Assist students to learn skills that are more appropriate in differing contexts. Although some students are described as "lacking in social skills", socially maladapted students do not necessarily lack skills or social involvement; rather, they use inappropriate skills in particular contexts. When directly teaching interpersonal skills, be as concrete as possible, and "build bridges" by linking situations with appropriate actions and behaviours.

- Assist students to focus on the need for a system of shared conventions. As students affirm the social system of conventions, they will view conventions more positively and will become less disruptive in their behaviour.

- Encourage students to interpret and evaluate the competing moral issues presented to them. Provide opportunities for open discussion and debate, where students interact with their peers. Discuss issues that are "real" to the student.

- Provide students with practical strategies for resolving interpersonal conflict. A framework for social problem solving is provided in the preamble to this document. This framework uses a problem-solving approach in helping students to identify:
  - reasons for the difficulty
  - strategies to avoid the conflict another time.

Student development in the affective, interpersonal and moral domains has been addressed in this curriculum through attitudinal learning objectives that accompany each cluster of concepts and skills in the Program of Studies. Instruction must include a balance of approaches appropriate to student development in each domain, as delivery of isolated content will not ensure the formation of desired attitudes. The *Teacher Resource Manual* provides additional strategies that facilitate attitudinal development within the context of themes suggested in the program.

REQUIRED AND ELECTIVE COMPONENTS

The required component of the Integrated Occupational Social Studies 8 and 9 program reflects the knowledge, skills and attitudes that all students should be expected to acquire. The Program of Studies outlines the required component of the program.

The elective component of the Integrated Occupational Social Studies 8 and 9 program permits the teacher to:

- remediate or reinforce skills from the required component as necessary to achieve student mastery
- extend or enrich the required component, thus embedding additional knowledge, skills and attitudes considered appropriate to individual interest and need.

Students' abilities, needs, and interests will largely determine the use of elective time. The elective time is designed to provide opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each individual student's developmental stages and unique learning style.

The instructional time for social studies may be apportioned:

- 80% required
- 20% elective.

In keeping with the philosophy that knowledge, skills and attitudes are more successfully learned if taught within relevant contexts, they are embedded in four themes at each grade level. Utilizing all four themes will ensure coverage of the required component.

Grade 8:
- You and Your Physical/Cultural Community
- Comparative Study: Canada and Brazil
- Canada: Colonization to Confederation
- Careerwatch 8

Grade 9:
- You and Your Social/Economic Community
- Comparative Study: Canada, U.S.A. and U.S.S.R.
- Citizenship in Canada
- Careerwatch 9

Note: The study of current affairs is to be included to enhance and extend the concepts, skills and attitudes of the program. Current affairs are not to be taught separately, nor as isolated units.

Each theme contains a variety of student activities written to provide suggestions and models, rather than to prescribe content. The instructor may wish to add, delete and alter activities to comply with the interests and needs of students. Reading the "Planning" section of this document will provide general guidelines and ideas for adapting a theme to individual student needs.

OVERVIEW OF THEMES COVERING THE REQUIRED COMPONENT

The following presents a brief overview of the themes at each grade level.

COMMUNITY AWARENESS

Grade 8: "You and Your Physical/Cultural Community" relates personal and interpersonal development to the geography, climate, natural resources, cultural groups and the transportation/communication systems within the local community.

Grade 9: "You and Your Social/Economic Community" relates personal and interpersonal development to population, industry and finance within the local community.

COMPARATIVE/CASE STUDY

Grade 8: "Comparative Study: Canada and Brazil" provides an opportunity for students to reinforce and extend knowledge, skills and attitudes by comparing geography, climate, natural resources, cultural groups and transportation/communication systems of Canada with those of Brazil.

Grade 9: "Comparative Study: Canada, U.S.A. and U.S.S.R." provides opportunities for students to compare knowledge, skills and attitudes about government, population, industry and economics of Canada with those of the United States and U.S.S.R.

DEMOCRACY AND CITIZENSHIP

Grade 8: "Canada: Colonization to Confederation" enhances student understanding of how Canada became a country.

Grade 9: "Citizenship in Canada" enhances student understanding of laws as they pertain to the individual and the community.

CAREERWATCH

Grade 8: "Careerwatch 8" provides students with opportunities to explore the careers of family members and friends, to relate interests to career selection and to examine volunteer employment.

Grade 9: "Careerwatch 9" provides students with opportunities to examine and relate personal qualities to employment trends within the community.

CURRENT AFFAIRS

It is not intended that current affairs be taught as an isolated unit of instruction; rather, it should be addressed in an ongoing fashion throughout the social studies program to enable students to identify with the issues, concerns and events occurring on a daily basis in the world around them.

In the "Statement of Content" section of this document, each learning objective is paralleled by a related life application. Teachers can help expand a student's realm of applications by carefully analyzing the news and, on a regular basis, introducing current affairs topics that relate to and reinforce the learning objective under consideration.

SUGGESTIONS FOR THE ELECTIVE COMPONENT

Several factors should be considered in choosing content for the elective component:

- curriculum objectives
- students' abilities/needs/interests
- availability of suitable learning resources.

For some students, the elective component may be used to provide additional instructional time (extension and remediation) for study of the four themes that support the required portion of the program. In other instances, teachers may wish to develop enrichment themes using the elective component of the program. The section entitled "Planning an Integrated Unit of Instruction" occurring later in the preamble of this document provides guidelines for planning additional themes.

PLANNING

GENERAL COURSE PLANNING

Themes with their highlighted knowledge, skills and attitudes may be sequenced at the teacher's discretion. However, it is suggested that "You and Your Physical/Cultural Community" (Grade 8) and "You and Your Social Economic Community" (Grade 9) be completed before the comparative/ case studies in order to facilitate knowledgeable and appropriate comparisons. Program planning should consider the sequential and developmental nature of certain skills in social studies, as well as students' abilities, needs, interests and learning styles. Four themes that cover the required components of the course have been developed in the *Teacher Resource Manual*.

Through cooperative conferencing, teachers may find that students are required to use certain social studies-related competencies in other courses before they are learned in the social studies class. Cooperative planning with teachers of other courses will be required to establish an integrated program that places consistent expectations upon the student. (For example, students may benefit from the study of the theme "Careerwatch" before they become involved in the community partnership endeavours of the practical arts program.)

TIME ALLOCATION

In concurrence with the regular program, the Integrated Occupational Social Studies program has been designed for a minimum of 100 hours of instruction at each grade level. To meet student needs, additional time may be allocated to I.O.P. social studies instruction at the discretion of the local jurisdiction.

The four themes that provide coverage of the key knowledge, skills and attitudes are designated for 80% of the instructional time. The elective component enables the teacher to spend 20% of the available instructional time on remediation and reinforcement (e.g., allowing students more time to meet learning expectations within the required component of the program), or on extension and enrichment (e.g., introducing a new topic).

Current affairs are to be integrated with the themes as illustrated in the following.

TIME ALLOCATION: Grade 8

THEMES AND RELATED CURRENT AFFAIRS		ELECTIVE		TOTAL
You and Your Physical/Cultural Community	30%	REMEDIATION/ENRICHMENT	5%	35%
Comparative Study: Canada and Brazil	20%		5%	25%
Canada: Colonization to Confederation	20%		5%	25%
Careerwatch 8	10%		5%	15%

TIME ALLOCATION: Grade 9

THEMES AND RELATED CURRENT AFFAIRS		ELECTIVE		TOTAL
You and Your Social/Economic Community	30%	REMEDIATION/ENRICHMENT	5%	35%
Comparative Study: Canada, U.S.A. and U.S.S.R.	20%		5%	25%
Citizenship in Canada	20%		5%	25%
Careerwatch 9	10%		5%	15%

COMMUNITY PARTNERSHIPS

The use of community partnerships to extend learning experiences is integral to the Integrated Occupational Program. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

Suggestions for relevant community partnerships in the social studies program include:

- inviting guest speakers from local government, business and industry to discuss topics related to those studied in thematic investigations
- visiting local business, industry, and recreational facilities for first-hand observation and real life experience in areas related to the themes studied
- walking through the community in search of practical applications of the knowledge and skills being studied (e.g., community awareness)
- visiting the local TV station or newspaper plant
- investigating career and employment opportunities (e.g., job shadowing, mock employment interviews).

Community groups/individuals/facilities that may provide meaningful contributions to the social studies program include:

- law societies, youth development centres, social workers
- MLAs, MPs, or regional party representatives
- legislative buildings, city halls, town offices, courthouses.

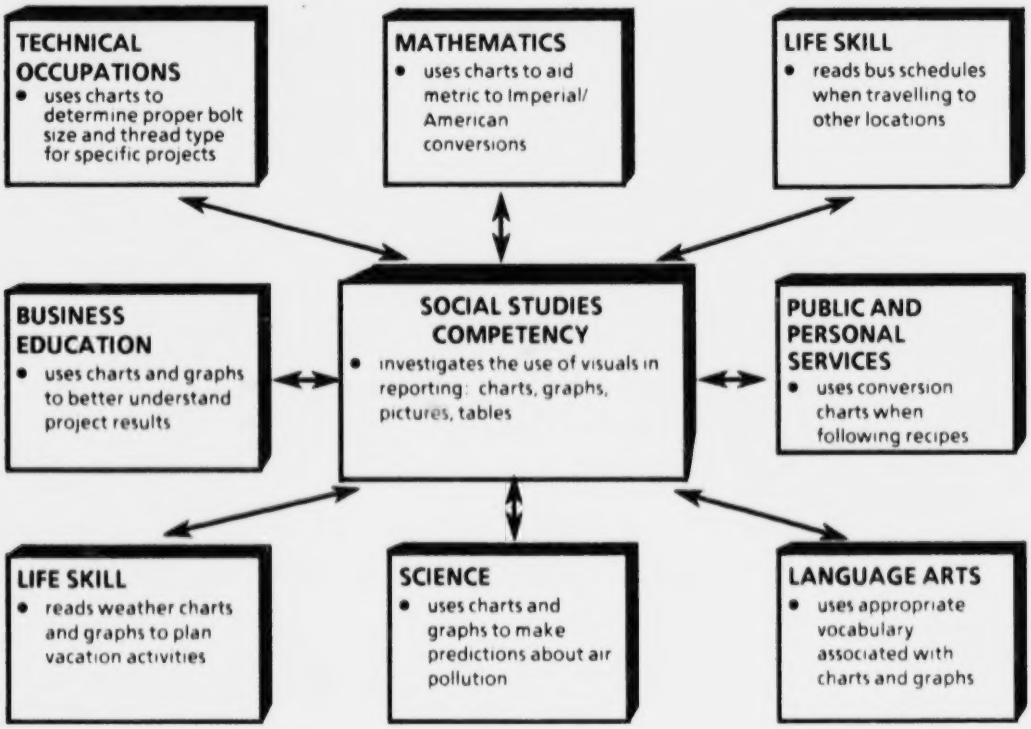
Additional suggestions for community partnerships are provided in the "Suggested Strategies/ Activities" column of the "Statement of Content" outlined in this document as well as within the themes outlined in the *Teacher Resource Manual*.

CURRICULAR INTEGRATION

Emphasis has been placed on relating social studies competencies to life skills and applications across the curriculum. Curricular integration will become a motivating factor as students recognize the relevance of skills and knowledge studied to real life situations. Student ability to transfer knowledge, skills and attitudes to unfamiliar situations will improve as a result of multiple exposures to their application.

Instructional strategies should provide for the development of thinking processes and skills within the context of their application to real life, the practical arts and other academic disciplines. Teachers must be familiar with the competencies required of students in these areas. Experience indicates that cooperative conferencing and planning among teachers will foster this familiarity and ensure consistency in expectations and learning outcomes. Heightened sensitivity to content of other subject areas will facilitate identification of generic skills and concepts required by students. Identification of generic skills will provide direction for program emphasis. Curricular integration of this nature increases opportunity for the provision of concrete and experiential learning activities.

The diagram below illustrates one example of curricular integration. The ability to investigate charts and graphs is developed in social studies and is related to applications in other areas. Subject areas across the curriculum will maintain and reinforce specific knowledge and skills associated with charts and graphs while they are being used within their disciplines.


TECHNICAL OCCUPATIONS
• uses charts to determine proper bolt size and thread type for specific projects
MATHEMATICS
• uses charts to aid metric to Imperial/ American conversions
LIFE SKILL
• reads bus schedules when travelling to other locations
BUSINESS EDUCATION
• uses charts and graphs to better understand project results
SOCIAL STUDIES COMPETENCY
• investigates the use of visuals in reporting: charts, graphs, pictures, tables
PUBLIC AND PERSONAL SERVICES
• uses conversion charts when following recipes
LIFE SKILL
• reads weather charts and graphs to plan vacation activities
SCIENCE
• uses charts and graphs to make predictions about air pollution
LANGUAGE ARTS
• uses appropriate vocabulary associated with charts and graphs

PLANNING AN INTEGRATED UNIT OF INSTRUCTION

A variety of factors need to be considered when expanding upon an existing theme or developing a new thematic unit. The guidelines that follow provide structure and direction for developing units of instruction.

1. Identify a possible theme, based upon:
   - curriculum objectives (adequacy in covering basic skills)
   - student needs/interests/abilities
   - availability of suitable learning resources

2. Develop a purpose for the theme. Include:
   - thematic objectives
   - a checklist of concepts, skills and attitudes that lend themselves to the theme. Identify those skills that may need some focussed/direct teaching
   - a checklist of process objectives

3. Consider suitable resources:
   - books, pamphlets, monographs
   - computer software and other technology
   - resources from the practical arts program
   - community contacts
   - newspaper and magazine articles

4. Design activities:
   - allocate activities to the purposes developed in step 2
   - separate activities into lessons with general objectives
   - sequence the lessons

5. Develop ongoing strategies to build community partnerships into your theme:
   - field trips
   - guest speakers
   - demonstrations
   - tours

6. Plan for evaluation:
   - student evaluation
   - teacher's ongoing and summative evaluation

7. Share the unit:
   - other teachers need access to good work!
   - expand, keep current, re-work the unit, every time it is used by any teacher
   - as others experiment and your unit enlarges, develop strategies for evaluating all the activities with different classes of students.

LEARNING RESOURCES FOR I.O.P. SOCIAL STUDIES 8 AND 9

STUDENT RESOURCES

BASIC LEARNING RESOURCE

The textbook listed below has been approved by Alberta Education as meeting the majority of the goals and objectives identified in the curriculum.

Crewe, R. James, et al. *Living in North America*. Toronto, Ontario: D.C. Heath Canada Ltd. (Second printing, 1989.)

The resources outlined below are used in the regular junior high school social studies program. Sections of these resources are suggested, based upon their curricular reference and the appropriateness of their readability levels for Integrated Occupational Program students. Suggestions for using the following resources are designed to assist those jurisdictions where Integrated Occupational Program classes are combined with regular classes.

GRADE 8

- Baldwin, Douglas, and Emily Odynak. *Canada's Political Heritage: Conflict and Change*, Kanata Series. Edmonton, Regina: Weigl Educational Publishers Limited, 1988.
- Hannell, Christine, and Robert Huchman. *Across Canada Resources and Regions*. Toronto, New York: John Wiley and Sons, 1987.

GRADE 9

- Evans, A.S., et al. *People, Technology and Change*. McGraw-Hill Ryerson Limited.
- Hannell, Christine, and Robert Huchman. *Across Canada Resources and Regions*. Toronto, New York: John Wiley and Sons, 1987.

Authorization of additional resources is forthcoming.

TEACHER RESOURCES

The *Teacher Resource Manual* (1989) for Social Studies 8 and 9 developed by Alberta Education contains strategies and sample learner activities intended to structure and support the:

- development of the knowledge, skills and attitudes as outlined in the Program of Studies/Curriculum Guide
- development of the processing skills and inquiry strategies associated with the program
- delivery of thematic instruction in the five theme areas described as covering the required components of the program.

Resources used in the regular Social Studies 8/9 program may prove useful as teacher resources. (See the LRDC Buyers Guide.)

TECHNOLOGY AND THE MEDIA

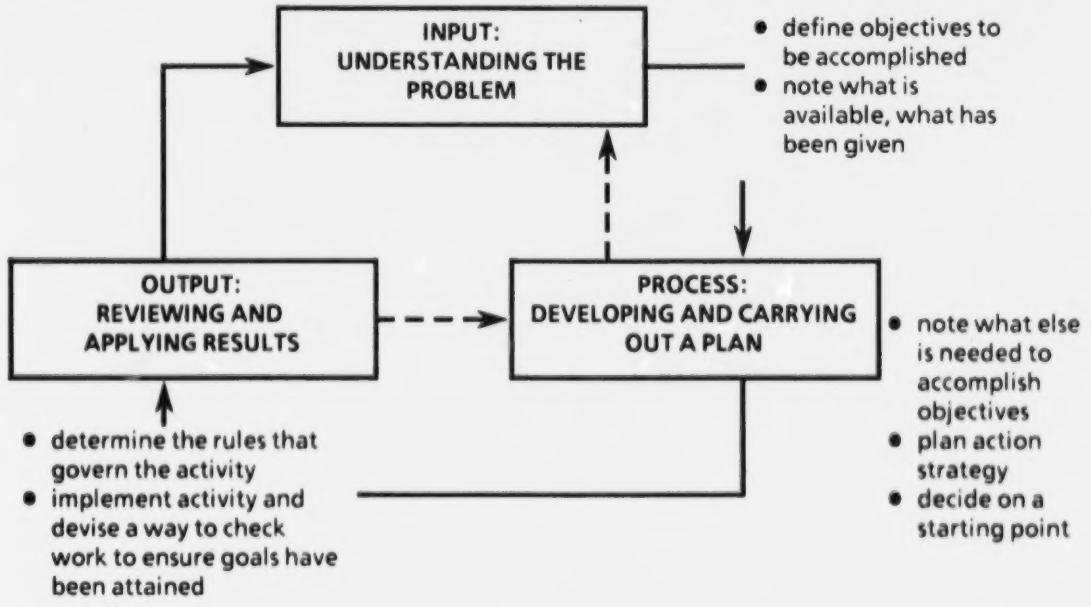
To enhance social studies course presentation and to accommodate a variety of student learning styles, teachers may wish to utilize available media services, libraries and government agencies for films, videotapes, audio tapes, records, kits, picture sets, filmstrips and journals. Annual catalogues detailing available materials are often available upon written request to the particular agency or through the school library.

A variety of computer courseware is also available to support the social studies program. Teachers are advised to consult their school librarian for information regarding available software and to locate appropriate catalogues. An annotated list of courseware available in social studies is provided in *Computer Courseware Evaluations* (Curriculum Support Branch, Alberta Education, 1986) and yearly supplements.

METHODOLOGY

PROBLEM-SOLVING/DECISION-MAKING MODEL

The problem-solving/decision-making model outlined below applies to all areas of home, school, work and community. It is through constant reinforcement and teacher modelling that students will begin to internalize the processes necessary for lifelong learning and problem solving. It is crucial that the teacher verbalize the process as it is being applied. The ultimate goal is to have students analyze individual thinking and problem-solving skills. Verbal reinforcement by the teacher and the student will greatly facilitate the transference of these processes from short-term to long-term memory.


INPUT:
UNDERSTANDING THE
PROBLEM
• define objectives to be accomplished
• note what is available, what has been given
OUTPUT:
REVIEWING AND
APPLYING RESULTS
PROCESS:
DEVELOPING AND CARRYING
OUT A PLAN
• note what else is needed to accomplish objectives
• plan action strategy
• decide on a starting point
• determine the rules that govern the activity
• implement activity and devise a way to check work to ensure goals have been attained

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies; rather, its use will depend on individual problems and individual students. Students will determine and select only those strategies that are appropriate to the issue or problem. Students should recognize problem solving/decision making as a series of interrelated behaviours or thought processes that lead to an action or a solution.

The following guidelines may be of assistance in planning effective problem-solving/decision-making activities:

- Share the framework and strategies with all students. The model provides structure to the overall process, as well as specific strategies that students may use at each stage of the process to increase individual strategic repertoires.

- Encourage students to be creative and experimental in their approach to problem solving/decision making. The strategies in problem solving and decision making, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.

- Ensure that issues and problems are relevant to student interest and experience, and that the cognitive demands of the issue/problem correlate with developmental levels of the student. Present problem-solving/decision-making activities either in context and/or in a skills-focussed sub-unit as determined by student needs and abilities.

- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation, and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem; however past experiences or present attitudes may prevent some students from accepting this challenge.

EXPERIENTIAL LEARNING[1]

The developmental levels and learning styles of Integrated Occupational Program students suggest a multidimensional approach to learning. Such experiences may provide learners with the opportunity to observe, react to and evaluate practical situations and thus provide a foundation for knowledge, skill and attitude formation. Experiences also help to establish connections between social situations and appropriate communication.

The table below lists several multidimensional experiences that may be utilized to give social studies learning a real life context and provide a holistic approach to learning.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES				
SENSING	VISITING	PERFORMING	MAKING	GROWING
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pots T-shirts bookends models	plants cultures chemical formations raising animals
VIEWING	SHARING	DRAMATIZING	CRAFTING	CREATING
films television programs pictures sculpture animal behaviours	circle games artifacts discussions interviews demonstrations	role plays mimes masks plays scenes monologues	clay wood paper cardboard cloth plastic	designs posters poems games computer programs

Actual experiences shared by students and teachers can become the springboards for further learning. For example, a guest panel discussion may become the catalyst for discussing, writing and researching. A tour of the local county council or legislative building can become the basis of a creative bulletin board display, and a role play of a courtroom lawsuit can provide new understandings of our legal system in action.

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1. For permission to adapt and print copyrighted material, grateful acknowledgment is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from *English as a Second Language K-12, Resource Book, Integrating Language and Content Instruction*, Vol. 1, pp. 14, 15, 1987.

At all levels and ages, experiences provide learners with a foundation upon which to build. This is particularly crucial for students with learning difficulties, who often function in concrete rather than abstract thinking modes.

INSTRUCTIONAL MEDIATION

Recent research has focussed on instructional mediation and "teacher talk" in the classroom. Instructional mediation is an interactive process wherein teachers refine their interpretation of tasks to students, and students construct their own interpretations of the tasks and processes being learned. This two-way exchange stimulates the development of thinking skills by allowing both participants to contribute to a meaningful learning situation. Lectures, or one-sided explanations, rely on students to be "self-mediating" and to supply their personal meaning to processes that may be beyond the developmental readiness of Integrated Occupational Program students.

Instructional mediation regulates the students' behaviour in terms of the use of strategies and heuristics on tasks. Emphasis on a strategic view of tasks will encourage students to become independent in the tasks they perform and the processes they use. For example, a strategy for decision making in a social studies context will enable more students to resolve issues independently. In addition, such a strategy enables students to identify the point at which they need assistance.

A further use of mediation is in developing the students' feeling of competency. Students who feel competent and who recognize their efforts as being effective to learning are more likely to be persistent in attempting new and difficult tasks. Conversely, students who require frequent praise for their efforts may come to have limited performance goals and may be hesitant to engage in any task at which they cannot quickly become successful. Teachers may encourage students to extend their learning goals by focussing mediation on the role of effort and strategy application in achieving success, rather than in overpraising student performance.

In creating a classroom environment that will stimulate strategic behaviours and thinking skills application, the teacher should:

- point out, but do not correct errors. Rather, encourage students to analyze and correct individual errors
- pause and clarify, but do not interrupt
- demand constant vocalization of thought processes that are used, and model these for students
- encourage persistence.

THE USE OF TECHNOLOGY AND THE MEDIA IN THE SOCIAL STUDIES CLASS

Educators appear to recognize the impact of technology and the media, especially the non-print media, on the lives of students. Although research argues the advantages and disadvantages of television viewing, one cannot dispute the fact that by the age of eighteen the average teenager will have spent more time watching television than attending school. Television has irrevocably changed our lives and viewing has become an important educational skill. This phenomenon is especially true for Integrated Occupational Program students who may experience difficulty relating to textual material, but who respond well to visual and auditory cues.

For some students, learning difficulties may expand beyond those of reading, often extending to the psychomotor and affective domains. Rather than join a club, play sports or read, I.O.P. students may spend a large amount of their leisure time watching television. Such innovations as videotapes and large screen television projections are causing television to emerge as a very flexible and widely usable non-print medium. Educators need to teach students the critical viewing skills that will enable them to become selective and discriminating in their viewing habits.

Interactive computer software holds great promise for application in the social studies classroom. Three important uses of computer technology are:

- visual/psychomotor development
- skill and concept reinforcement through a variety of innovative methods
- experience expansion through simulations.

The use of technology is increasing in such everyday activities as purchasing a ticket to a concert, making hotel or airplane reservations, using money machines and employing electronic maps to find one's way around a shopping mall. Through exposure to technology, students may enjoy the convenience of its numerous applications.

EVALUATION

Evaluation should be an ongoing segment of the teaching and learning process to provide feedback to the student, the teacher, and the parent/guardian. Major functions served by the process of evaluation include:

- provision of feedback to the student relative to individual success in the learning process. Students may have difficulty in monitoring and regulating their learning behaviours, and may require continuous external feedback and encouragement regarding personal progress.

- provision of information to the teacher concerning the appropriateness of learning goals and objectives, and the effectiveness of learning strategies and materials that have been used. Such information enables the teacher to modify the program as required with respect to pacing, learning resources, methodology and/or objectives.

- provision of information to the parent/guardian regarding the student's progress. Where possible, reports to parents should be interpreted through an interview so that the implications of the evaluation are understood. The interview is also valuable in identifying individual needs that may be met through program planning and delivery.

Because evaluation is an integral part of all aspects of the instructional process, information used in the evaluation of the student should be gathered from a variety of sources using a variety of methods. The evaluation program in social studies must consist of more than written tests. While such tests may be an effective way of evaluating the learning outcomes of specific skills and applications, an effective system of evaluation should include:

- observations/assessments of attitudes and performance
- oral and written presentations
- personal interviews with students
- project work
- feedback from parents and peers
- self-rated and teacher-rated scales/checklists/inventories
- records of previous achievement
- quizzes related to specific objectives
- diagnostic tests
- pre-tests and post-tests on topics, units or skills
- suitable standardized examinations.

STRATEGIES FOR EFFECTIVE EVALUATION

Evaluation has been the process by which many students within the program have in the past been identified as "failures", thus many students will go to extreme measures to avoid being tested again. Absence from examinations, feigning an "I don't care anyway" attitude, or not giving their best effort so that the anticipated failure can be combatted with "I didn't try my best" are all common behaviours. Although evaluation is a fact of daily life and necessary to the program, efforts must be made to provide variation in the procedures used so as to draw upon students' strengths and provide for their success in the evaluation process.

The strategies provided below are intended to serve as guidelines to the teacher in developing a system of appraisal that will improve student learning and the quality of the social studies program offered to students.

- Provide short daily reviews that involve the use of process skills and inquiry strategies. In addition to providing encouragement and feedback to students in the use of these skills and strategies, such practice enables the teacher to monitor student achievement.

- Provide opportunities for students to demonstrate their understanding of knowledge and skills studied through discussion, project work and group activities.

- Interview students following the completion of an assignment/project to provide opportunity to evaluate student understanding of knowledge/processes/applications. Such interviews may also suggest more effective ways of structuring future assignments.

- Observe the student in small group situations to provide insights as to the student's:
  - level of independence with the work
  - method of attacking problems/issues
  - ability to apply knowledge and skills to new situations.

- Provide students with informal situations where they can demonstrate their ability to synthesize and apply learning and process objectives.

- Plan formal evaluation procedures to de-emphasize paper and pencil techniques, and exercise caution with regard to the over-use of:
  - multiple choice exams
  - difficult vocabulary and sentence structure
  - simple recall of information.

- Provide encouragement by asking questions and making statements that will prompt students to evaluate their work and learning. Some examples might include:

  "You did a good job of __(be specific)__."
  "__(be specific)_____ needs work."
  "What steps did you find most difficult?"
  "How could you improve your work in this question?"

  Such techniques will encourage students to be less "reward dependent" and more responsible for personal learning.

- Provide students with adequate notice and a study guide when planning formal evaluation (e.g., a quiz or a test). Students rarely achieve satisfactory results when confronted with "surprise" quizzes.

- Provide adequate time for students to complete their work, as students with learning difficulties may perform at a low level when under time pressure.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational Social Studies program is to enhance students' self-esteem by providing them with opportunities to become increasingly competent individuals. Achieving competence in social studies is a developmental process acquired as skills are refined and expanded over time.

The scope and sequence chart is designed to provide a brief overview of both the knowledge and the process, communication and participation skills, and inquiry strategies to be developmentally addressed at each grade level. The skills and strategies are interdependent and may be taught within the suggested themes outlined in the *Teacher Resource Manual*, or within locally developed themes. The thematic structure facilitates this interdependency resulting in a holistic social studies program. **Of special note is that the learning objectives relating to personal/interpersonal development and the study of current affairs are to be addressed throughout the year.** Except in rare circumstances, discrete skill instruction is not advocated.

It is intended that the numbers of skills be increased and applied to a variety of progressively difficult situations as students evolve through Grades 8 and 9. The goal of this approach to skill development is **student skills mastery**.

The skills/strategies to be developmentally addressed at each grade level throughout the social studies program are:

PROCESS SKILLS – to enable the learner to gather, organize, evaluate and apply knowledge

COMMUNICATION SKILLS – to enable the student to receive, translate and transmit knowledge

PARTICIPATION SKILLS – to enable the learner to interact with others

INQUIRY STRATEGIES – to enable the student to combine skills into specific patterns to facilitate critical/creative thinking, problem solving and decision making.

Students differ in the rate at which they acquire skills. These differences are particularly apparent in I.O.P. students because they may lack many basic skills. Sequencing skills will assist teachers to address successfully the various learning rates discernible in the classroom. Successful sequencing involves altering and adjusting learning tasks to suit the individual student needs, interests and growth patterns. The sequence should begin with the present performance of the student, lead to the diagnosis of problem areas and focus on promoting growth in responsible citizenship.

The Grade 8 course introduces many skills with which students may be unfamiliar from previous school placements; the Grade 9 course focusses on expanding the application of skills within new contexts.

SCOPE AND SEQUENCE

SOCIAL STUDIES, GRADES 8 AND 9

GRADE 8	GRADE 9
PERSONAL/INTERPERSONAL DEVELOPMENT	**PERSONAL/INTERPERSONAL DEVELOPMENT**
RECOGNIZES THE RELATIONSHIPS AMONG PERSONAL QUALITIES, SELF-CONCEPT AND SELF-ESTEEM • Identifies and lists personal qualities/limitations • Relates personal qualities/limitations to self-concept and self-esteem • Identifies the personal qualities of others • Examines strategies to increase self-concept and self-esteem	REVIEWS AND APPLIES GRADE 8 SKILLS IN NEW CONTEXTS
DISTINGUISHES DEVELOPMENTAL PATTERNS • Identifies internal and external influences on developmental patterns • Identifies needs and wants • Recognizes that differences/similarities exist in human developmental patterns	DISTINGUISHES DEVELOPMENTAL PATTERNS • Priorizes personal needs and wants • Compares/contrasts personal needs and wants with those of other individuals • Lists and priorizes personal values • Demonstrates an understanding of the relationship between empathy and tolerance
COMPARES ROLES • Identifies personal roles • Recognizes the relationship between roles and social situations • Defines, identifies and selects appropriate role models	RELATES INDEPENDENCE TO RESPONSIBILITY • Outlines the developmental stages of independence: infancy, childhood, adolescence, adulthood • Compares/contrasts levels of independence throughout each stage • Recognizes that independence leads to self-actualization • Relates level of independence to responsibility • Compares the interdependence of personal commitment and the expectations of others • Plans strategies for accepting increasing levels of responsibility
COMPARES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES • Identifies a variety of problem-solving/decision-making strategies • Applies a variety of strategies to various issues/problems	IDENTIFIES AND APPLIES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES • Lists and applies time management strategies • Identifies and applies stress management strategies

GRADE 8	GRADE 9
OUTLINES THE ELEMENTS OF A PLAN • Defines the concept of planning • Outlines and applies the elements of a plan • Applies steps of a plan to a specific task or problem IDENTIFIES CONSEQUENCES OF BEHAVIOUR • Lists various social and personal behaviours and investigates possible consequences associated with each • Categorizes consequences as positive or negative • Recognizes that consequences may be controlled by personal behaviour DEMONSTRATES CRITICAL AND CREATIVE THINKING STRATEGIES • Identifies and examines process skills such as locating, recalling, imagining, predicting, interpreting, applying, analyzing, synthesizing, monitoring, evaluating and organizing • Identifies and applies critical and creative thinking strategies OUTLINES STRATEGIES TO MEET PEOPLE • Generates a list of locations/situations to meet people • Displays communication skills appropriate for social contacts RECOGNIZES THE COMMUNICATION OF PLEASANT AND UNPLEASANT FEELINGS • Generates a list of pleasant and unpleasant feelings • Recognizes that feelings may lead to behaviours that are socially acceptable or unacceptable, or to the repression of behaviours and feelings • Demonstrates socially acceptable strategies to attend to and communicate feelings • Examines strategies to receive and attend to pleasant and unpleasant messages	RECOGNIZES THE NEED FOR REALISTIC GOAL PLANNING • Identifies and categorizes individual goals • Identifies factors which determine whether a goal is realistic • Outlines examples of goals leading to immediate/deferred gratification • Recognizes that deferring immediate gratification may result in achieving long-range goals • Relates personal satisfaction to immediate and deferred gratification IDENTIFIES AND APPLIES CRITICAL AND CREATIVE THINKING STRATEGIES • Uses process skills to investigate and apply critical/creative thinking strategies SUMMARIZES INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO SUCCESS • Outlines the attributes of a successful person • Recognizes that success may be defined in different ways depending upon internal/external factors • Distinguishes intrinsic and extrinsic motivators • Identifies successful people within the school and the community and provides supporting reasons • Plans strategies for achieving individual success

GRADE 8	GRADE 9
EXPLAINS FAMILY STRUCTURES AND RECOGNIZES PERSONAL ROLE • Recognizes and understands that there are various family structures: nuclear, single parent, extended, grandparents, others • Identifies varied roles of family members in each family pattern: mother, father, child, sibling, other • Identifies personal family structure and roles • Outlines behaviours and attitudes that facilitate cooperative family interaction	IDENTIFIES FRIENDSHIPS AND PEER GROUPS • Compares/contrasts real and superficial friendships • Relates peer groups to peer group norms
IDENTIFIES SKILLS/STRATEGIES NEEDED FOR PRODUCTIVE GROUP WORK • Lists skills needed for productive group work: listening, participating, tolerating, asserting • Identifies roles within the group • Generates a set of rules to promote productive group work	OBSERVES AND EXPLAINS GROUP BEHAVIOUR • Determines situational etiquette • Compares cooperative, uncooperative and competitive behaviours • Identifies conflict and conflict resolution strategies • Lists leadership qualities • Relates group norms to role behaviour
DISTINGUISHES TOLERANT/INTOLERANT BEHAVIOURS AND ATTITUDES • Shares examples of tolerant/intolerant behaviour and attitudes • Identifies factors influencing tolerant/ intolerant behaviour and attitudes • Develops strategies to assist self and others to manage behaviours and attitudes of intolerance	
RELATES CURRENT AFFAIRS TO THE STUDY OF PERSONAL/INTERPERSONAL DEVELOPMENT	RELATES CURRENT AFFAIRS TO THE STUDY OF PERSONAL/INTERPERSONAL DEVELOPMENT
THE PHYSICAL AND CULTURAL COMMUNITY	**THE SOCIAL AND ECONOMIC COMMUNITY**
LOCATES SOURCES OF INFORMATION • Describes and applies the information contained within an atlas • Identifies sources of information within the school and community • Interprets information in charts, graphs, tables, diagrams and maps • Constructs maps demonstrating the use of longitudes/latitudes, symbols, directions, distance, scales and physical features	RELATES GEOGRAPHICAL LOCATION, PHYSICAL FEATURES, CLIMATE AND NATURAL RESOURCES TO INDUSTRY AND POPULATION • Compares/contrasts community population trends • Distinguishes renewable/non-renewable resources within the community • Identifies reasons for population changes: environmental issues, lack of employment, other • Constructs maps demonstrating the use of longitudes/latitudes, symbols, directions, distances, scales and physical features

GRADE 8	GRADE 9
IDENTIFIES THE PHYSICAL COMMUNITY • Relates the geographical location, physical features, climate and natural resources of the community • Compares/contrasts the local community with other communities INTERPRETS THE URBAN GRID SYSTEM • Identifies the components of a town or city grid system • Identifies the directional layouts of streets and avenues • Explains the relationships among streets, avenues and numbering systems • Locates specific addresses within the community RECOGNIZES THE MAJOR AREAS OF AN URBAN CENTRE • Identifies the major areas of an urban centre: inner core, industrial parks, residential areas, recreation areas, others • Determines the services found in each area • Recognizes the relationships among the areas of the city, types of service and transportation access systems • Defines and locates public/service agencies within the community • Determines and outlines appropriate behavioural strategies during emergencies such as power failures, tornadoes, toxic spills • Identifies sources of transportation information • Locates and interprets public transportation schedules • Compares the forms of travel within the community RECOGNIZES THE RURAL GRID SYSTEM • Identifies and defines the components of the rural/municipal grid system: section, township, range, meridian • Recognizes that township and range lines are similar to streets and avenues for use in locating rural addresses • Identifies major roadways in rural areas	RECOGNIZES THE EFFECT OF ENVIRONMENTAL ISSUES ON THE INDIVIDUAL AND THE COMMUNITY • Lists and priorizes the environmental concerns presently affecting the community, province, country and the world • Gathers data and uses a decision-making process to develop a personal opinion regarding several environmental issues • Develops strategies to increase community awareness of and response to environmental concerns DEMONSTRATES AN UNDERSTANDING OF IMMIGRATION • Identifies the countries of immigration represented in the local community • Identifies reasons for immigration • Recognizes the benefits the community offers immigrants and immigrants offer the community • Locates and uses sources of information to determine contributions made by various cultural groups: clothing, food, recreation, crafts, others • Distinguishes between immigrants/refugees OUTLINES DIFFICULTIES FACED BY IMMIGRANTS • Summarizes ways in which immigrants overcome difficulties • Develops strategies to increase understanding and acceptance of immigrants/cultural groups

GRADE 8	GRADE 9
IDENTIFIES THE CULTURAL COMMUNITY • Defines the concept of cultural group • Distinguishes major cultural groups within the community • Shares information about personal heritage • Identifies various cultural group contributions to the community IDENTIFIES COMMUNICATION SYSTEMS WITHIN THE COMMUNITY • Describes human interaction contributing to community cohesiveness • Outlines the role of technology in contributing to community cohesiveness	IDENTIFIES THE ECONOMIC COMMUNITY • Names major businesses and industries within the community • Classifies businesses and industries as primary, secondary or tertiary • Relates population, resources, industry and the economic base of a community to employment • Relates the major areas of an urban/rural community to industries, services and population patterns RECOGNIZES THE INFLUENCE OF VARIOUS FACTORS ON THE QUALITY OF LIFE • Identifies renewable/non-renewable resources • Distinguishes between market, centrally planned and mixed economic patterns • Relates economic patterns to quality of life
RELATES CURRENT AFFAIRS TO THE STUDY OF THE PHYSICAL AND CULTURAL COMMUNITY • Locates and places towns, cities and countries in the news on maps using latitudes and longitudes	RELATES CURRENT AFFAIRS TO THE STUDY OF THE SOCIAL AND ECONOMIC COMMUNITY • Locates and places towns, cities and countries in the news on maps, using latitudes and longitudes • Identifies the hemispheres and the continents
CANADA: COLONIZATION TO CONFEDERATION SUMMARIZES HOW CANADA BECAME A COUNTRY • Outlines significant individuals and events leading to confederation: e.g., settlement, exploration, nationhood, B.N.A. Act, Sir John A. Macdonald • Understands that confederation is a compromise	**CITIZENSHIP IN CANADA** DISTINGUISHES LAWS AS THEY PERTAIN TO THE INDIVIDUAL AND THE COMMUNITY • Recognizes that there are different levels of government • Summarizes the development of and need for laws: e.g., the Highway Traffic Act the Young Offenders Act

GRADE 8	GRADE 9
DEFINES THE QUALITIES OF A RESPONSIBLE CITIZEN • Describes the attitudes and behaviours of members of society who make positive contributions	RECOGNIZES THE QUALITIES OF A RESPONSIBLE CITIZEN • Describes the attitudes and behaviours of members of society who make positive contributions • Identifies the personal characteristics that society values in its members
RELATES CURRENT AFFAIRS TO THE STUDY OF CANADA: COLONIZATION TO CONFEDERATION	RELATES CURRENT AFFAIRS TO THE STUDY OF CITIZENSHIP IN CANADA • Relates political cartoons to current events • Identifies symbolism in cartoons • Recognizes the cartoonist's message
CAREERWATCH 8	**CAREERWATCH 9**
DESCRIBES THE CAREERS OF FAMILY MEMBERS AND/OR FRIENDS • Shares information about careers • Categorizes jobs into employment clusters	IDENTIFIES EMPLOYMENT OPPORTUNITIES WITHIN THE COMMUNITY • Locates sources of employment information within the community • Classifies employment opportunities into occupational clusters • Identifies institutions within the community that relate to the occupational clusters
SELECTS AND LISTS PERSONAL QUALITIES RELATED TO EMPLOYMENT • Identifies interests and relates these to employment • Outlines the characteristics and qualities of a desirable employee	IDENTIFIES NEW/FUTURE EMPLOYMENT OPPORTUNITIES IN THE COMMUNITY • Recognizes the importance of local radio, TV and newspapers as sources of information regarding new industries and job opportunities
IDENTIFIES VOLUNTEER EMPLOYMENT • Lists the benefits of volunteer employment • Identifies volunteer services and organizations within the community • Categorizes volunteer services in terms of individual interests • Identifies relationships between volunteer work and job experience	RELATES COMMUNITY EMPLOYMENT OPPORTUNITIES TO PERSONAL ABILITIES, NEEDS AND INTERESTS
RELATES CURRENT AFFAIRS TO EMPLOYMENT IN THE COMMUNITY • Recognizes that world events may influence employment opportunities	RELATES CURRENT AFFAIRS TO EMPLOYMENT IN THE COMMUNITY, PROVINCE, COUNTRY AND WORLD • Recognizes that world events may influence employment opportunities

STATEMENT OF CONTENT

An Integrated Occupational Program Social Studies Profile has been included for Grade 8 and Grade 9. The profiles provide an overview of the basic skills to be addressed throughout each year of the program and will assist teachers to:

- identify skills that must be included in thematic units of instruction
- diagnose individual student needs relative to skill development
- plan for the evaluation of both program delivery and student development.

The Program of Studies/Presentation of Content follows each profile and describes the essential knowledge, skills and attitudes identified for Grade 8 and Grade 9, clustered into four major areas at each grade level:

Grade 8:
- **Personal/Interpersonal Development**
- **The Physical and Cultural Community**
  - **A. Canada**
  - **B. Comparison of Canada with Brazil**
- **Canada: Colonization to Confederation**
- **Careerwatch 8**

Grade 9:
- **Personal/Interpersonal Development**
- **The Social and Economic Community**
  - **A. Canada**
  - **B. Comparison of Canada with U.S.A. and U.S.S.R.**
- **Citizenship in Canada**
- **Careerwatch 9**

Current affairs are to be addressed throughout the program in relation to knowledge, skills and attitudes under study.

The shaded statements contained in the Program of Studies/Curriculum Guide (Column 1) enable the reader to identify readily those portions of the program that are prescribed.

While the Statement of Content represents the provincial curriculum for the majority of students within the program, it may be necessary to make local adjustments to the design and development of this curriculum in order to meet individual needs, abilities and learning styles.

Learning objectives stated in the Program of Studies/Curriculum Guide (Column 1) have been supported with:

- Related Life Skills (Column 2)
- Related Applications Across the Curriculum (Column 3)
- Suggested Strategies/Activities (Column 4).

The advice and direction offered throughout Columns 2, 3 and 4 is not prescriptive, and is offered only as a service to teachers. The Related Life Skills found in Column 2 establish an immediate need or use for each skill being studied, and suggest ways of planning relevant learning experiences. Further suggestions for relating language arts competencies to applications in the practical arts program and other academic disciplines are provided in Column 3, Related Applications Across the Curriculum. The references provided in this column will facilitate curricular integration by establishing a base for cooperative planning among other subject areas/teachers in the program. A variety of strategies useful in addressing developmental characteristics and learning styles of the student are provided in Suggested Strategies/Activities, Column 4.

I.O.P. SOCIAL STUDIES PROFILE, GRADE 8

PERSONAL/INTER-PERSONAL DEVELOPMENT	Recognizes the relationships among personal qualities, self-concept and self-esteem	Distinguishes developmental patterns	Compares roles	Compares problem-solving/decision-making strategies
	Outlines the elements of a plan	Identifies consequences of behaviour	Demonstrates critical and creative thinking strategies	Outlines strategies to meet people
	Recognizes the communication of pleasant and unpleasant feelings	Explains family structures and recognizes personal role	Identifies skills/ strategies needed for productive group work	Distinguishes tolerant/ intolerant behaviours and attitudes
	Relates current affairs to the study of personal/interpersonal development			
THE PHYSICAL AND CULTURAL COMMUNITY	Locates sources of information	Identifies the physical community	Identifies time zones E	Interprets the urban grid system
	Recognizes the major areas of an urban centre	Recognizes the rural grid system	Recognizes the relationship between a rural address and a legal land description E	Identifies the cultural community
	Identifies communication systems within the community	Relates current affairs to the study of the physical and cultural community		
CANADA: COLONIZATION TO CONFEDER-ATION	Summarizes how Canada became a country	Defines the qualities of a responsible citizen	Relates current affairs to the study of Canada: Colonization to Confederation	
CAREERWATCH 8	Describes the careers of family members and/or friends	Selects and lists personal qualities related to employment	Identifies volunteer employment	Relates current affairs to employment in the community

E = Elective

PROGRAM OF STUDIES/PRESENTATION OF CONTENT

SOCIAL STUDIES (I.O.P. GRADE 8)

KNOWLEDGE: PERSONAL/INTERPERSONAL DEVELOPMENT

CONCEPTS

- Personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence.
- Recognizing roles and role models is important for personal/interpersonal development.
- Internal and external factors may influence personal behaviour and development.
- Critical/creative thinking, process skills and inquiry strategies may be used to explore personal/interpersonal development.
- Humans are interdependent. Therefore, it is important for individuals to develop the communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations.
- Current world issues and problems may influence personal/interpersonal development.

SKILLS:

The skills relating to **PERSONAL/INTERPERSONAL DEVELOPMENT** are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops the desire to become a responsible, participating member of society.
- Appreciates personal attributes, characteristics and behaviours.
- Develops a sense of responsibility for personal behaviour.
- Realizes the value of appropriate communication skills.
- Appreciates the differences in others with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes.
- Appreciates human interdependence.
- Appreciates the importance of continued awareness of events occurring in other countries.

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES THE RELATIONSHIPS AMONG PERSONAL QUALITIES, SELF-CONCEPT AND SELF-ESTEEM • **Identifies and lists personal qualities/limitations** • **Relates personal qualities/limitations to self-concept and self-esteem** • **Identifies the personal qualities of others** • **Examines strategies to increase self-concept and self-esteem**	Gives positive feedback to fellow students. Completes personal share of work at home. Greets everyone in a friendly manner. Displays a positive self-concept when applying for volunteer work or part-time employment. Sets realistic personal goals: e.g., attends class fully prepared, arrives on time. Obtains advice regarding physical appearance: e.g., hair care, clothing selection, personal hygiene products.
DISTINGUISHES DEVELOPMENTAL PATTERNS • **Identifies internal and external influences on developmental patterns** • **Identifies needs and wants** • **Recognizes that differences/similarities exist in human developmental patterns**	Recognizes personal developmental patterns and adjusts behaviour to suit external environment. Recognizes and accepts the different developmental patterns of peers, family members and community members.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Determines and lists the positive personal qualities of story characters. Relates examples from the literature about people who have overcome or accepted personal limitations.	Have students list their positive qualities and identify two qualities from the list that could be developed to a greater extent. Brainstorm to have students develop a list of positive personal qualities of classmates. Model behaviour to encourage students to recognize positive qualities of their peers. (See *Teacher Resource Manual*: Participation.) Conduct a fluency activity in which students identify former limitations and discuss strategies used to overcome/accept personal limitations. (See *Teacher Resource Manual*: Participation.) Initiate a discussion to enable students to share strategies they use to overcome these limitations.
Mathematics Establishes a realistic savings plan.	Provide time for students to investigate new strategies to overcome feelings of low self-worth.
Practical Arts Maintains standards of a clean environment. Follows a personal hygiene routine. Demonstrates a sense of responsibility. Displays self-reliance.	Provide the opportunity for students to develop a 60 second commercial designed to sell oneself to an employer. Discuss each commercial in terms of individual differences that contribute to one's uniqueness.
Recognizes and communicates an acceptance of the individuality of others.	
Science Identifies cause and effect relationships as they occur in the scientific world. e.g., If a plant is deprived of sufficient sunlight or water, it will die.	Community Partnerships Invite a beautician to demonstrate/present information regarding the relationship between physical appearance and self-esteem. Invite a businessperson and/or coach from the community to speak to the class on the necessity of hiring people with unique differences: e.g., cashier – mathematical ability, pleasant personality stock people – organizational ability, physically strong goalie – good, quick reflexes telephone receptionist – pleasant voice, courteous, takes accurate messages.

LEARNING OBJECTIVES	Related Life Skills
COMPARES ROLES	
• Identifies personal roles	Recognizes that roles are adopted to suit the situation.
• Recognizes the relationship between roles and social situations	Examines the appropriateness of personal roles within the family, peer group and classroom.
• Defines, identifies and selects appropriate role models	Recognizes role models within the community. Chooses roles within the community that best meet individual needs: e.g., helper, worker, leader, organizer, spokesperson.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Analyzes literature and media characters to determine positive and negative qualities and roles. Practical Arts Models individual behaviour after a teacher or supervisor.	Using pictures and phrases, have students profile an appropriate role model on a poster: e.g., physically fit successful career. Prepare a bulletin board display of famous personalities and their various roles/activities (politicians, actors, singers, athletes): e.g., Premiers – wise leadership Willy Nelson – his work with "farm aid" Sally Struthers - foster care Wayne Gretzky – charitable activities/anti-smoking/antidrug Bruce Willis – campaign against "crack". Encourage students to compile a list of appropriate role models within the community including specific reasons for individual choices. Have students use a semantic web configuration to map different individual roles, and the roles of family members. (See *Teacher Resource Manual:* Participation.) Fill in the chart using a mind-mapping exercise. (See *Teacher Resource Manual*: Participation.)

Role	Specific Task	Need
daughter	cleans room	love and belongingness
	shows love and care toward others in family	love and belongingness
	has part-time job	physiological

Have students role play situations that demonstrate different behaviours associated with different roles:
e.g., leader – organized, efficient, patient, thoughtful.

Have students prepare a bulletin board display titled "I wear many hats" and complete the following:
e.g., draw a picture, with self in the middle, and around it draw pictures of many roles one plays, or create hats representing such roles.

LEARNING OBJECTIVES	Related Life Skills
COMPARES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES • **Identifies a variety of problem-solving/decision-making strategies** • **Applies a variety of strategies to various issues/ problems**	Selects appropriate problem-solving strategies to solve family or peer conflicts. Analyzes the advantages/disadvantages of previously used problem-solving decision-making strategies and applies this knowledge in future behaviour.
OUTLINES THE ELEMENTS OF A PLAN • **Defines the concept of planning** • **Outlines and applies the elements of a plan** • **Applies steps of a plan to a specific task or problem**	Applies elements of plan to a school, home and work situation. Demonstrates the need to ask questions in a variety of situations. Plans activities for hosting a party. Prepares a list of items for a renovation project. Gathers supplies for preparing a meal. Recognizes the necessity of planning for social events.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Applies problem-solving/decision-making strategies to resolve conflicts in stories. Mathematics Recognizes and applies problem-solving strategies to a variety of mathematical calculations.	Introduce a problem-solving/decision-making model (see the preamble section of this document). Encourage students to apply current media/ personal issues or problems to the model. Provide opportunities for students to experiment with a problem-solving model and to develop alternative strategies to solve problems or resolve issues (see *Teacher Resource Manual*: Process/Inquiry): e.g., current affairs issues from the media.
Science Uses/applies strategies of formulating questions, defining problems, and proposing hypotheses in scientific inquiry. Plans the procedures of a classroom experiment. Mathematics Relates the steps used in problem solving to the elements of a plan. Practical Arts Identifies the procedures necessary for a project from the initial planning stage to the completion stage.	Community Partnerships Provide opportunities for students to plan an activity such as a winter festival, a career day, a Christmas hamper drive or a fund raising event. Have students monitor and evaluate personal and group behaviours on an ongoing basis and at the completion of the activity. (See *Teacher Resource Manual*: Participation and Process/Inquiry.)

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES CONSEQUENCES OF BEHAVIOUR	
• Lists various social and personal behaviours and investigates possible consequences associated with each	Considers consequences before making behavioural decisions in school and at home: e.g., helping cook supper breaking curfew being socially aloof lending clothes to sibling.
• Categorizes consequences as positive or negative	Identifies consequences of behaviour while on the job: e.g., being late/early wasting/not wasting time using tools improperly/properly.
• Recognizes that consequences may be controlled by personal behaviour	Recognizes that a disrespectful attitude may lead to a loss of friends. Recognizes that responsible and reliable behaviour leads to greater responsibilities and rewards.
	Identifies the messages that are portrayed by non-verbal behaviour: e.g., a happy disposition invites and encourages communication; an unhappy disposition discourages communication.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Realizes that the consequences of behaviour are often within one's own control, and adjusts behaviour accordingly. Avoids blaming others or circumstances for inappropriate work or conduct. Language Arts Uses deBono's strategies to investigate consequences of behaviour in stories.	Ask students to suggest scenario topics and to role play the behaviours and possible consequences. Topic suggestions: • Allowance increase • First date • Sibling continues to borrow clothes without permission. Use group brainstorming to arrive at a list of specific behaviours that may occur in a school setting. List and categorize the consequences of these behaviours as positive or negative. Community Partnerships Invite guest speakers to discuss specific actions and consequences. The speakers may include: • principal • RCMP officer • social worker • industry personnel.

LEARNING OBJECTIVES	Related Life Skills
DEMONSTRATES CRITICAL AND CREATIVE THINKING STRATEGIES	
• **Identifies and examines process skills such as locating, recalling, imagining, predicting, interpreting, applying, analyzing, synthesizing, monitoring, evaluating and organizing**	Predicts parental reaction to their negative/positive behaviours. Applies the process skills of locating, interpreting and organizing in preparing a report.
• **Identifies and applies critical and creative thinking strategies:** – Brainstorming (fluency) – Mind Mapping – Semantic Webbing – Lateral Thinking – Movies of the Mind	
OUTLINES STRATEGIES TO MEET PEOPLE	
• **Generates a list of locations/situations to meet people**	Introduces self and initiates conversations in a variety of life settings: e.g., in the school cafeteria at weddings in community partnerships.
• **Displays communication skills appropriate for social contacts**	Assists a new student by giving directions, explaining rules, etc.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Identifies and applies process skills and critical/creative thinking strategies in all subjects across the curriculum.	Model thinking strategies by "thinking out loud" while solving a problem. Provide students with an issue or problem to resolve. Ask students to select a partner and assign one member to solve the problem while the other listens. The problem solver must "think out loud" and the listener must attempt to identify the process skills being used. Introduce students to the thinking strategies to be addressed throughout the social studies course. Use current affairs issues, political events, etc., to examine process skills and inquiry strategies. (See *Teacher Resource Manual*: Process/Inquiry.)
Mathematics Uses critical/creative thinking strategies in solving non-routine/unfamiliar problems.	
Science Recognizes the role played by critical/creative thinking skills in the development of previously discovered scientific phenomena.	
Language Arts Uses non-verbal cues to communicate. Identifies listening strategies for effective communication.	Have students role play various strategies/techniques to use to meet people. Have students introduce themselves to two people within the school. Then instruct them to write a paragraph describing how they felt and how the other people responded. (Note: emphasize stress, self-esteem and independence.) For additional suggestions relating to verbal and non-verbal communication, see the *Teacher Resource Manual*: Communication.
Practical Arts Displays appropriate conversation skills in community settings.	Community Partnerships Plan a field trip to have students interview business people within the community, to gather career information, leisure activity information, product performance/quality information.

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES THE COMMUNICATION OF PLEASANT AND UNPLEASANT FEELINGS • Generates a list of pleasant and unpleasant feelings • Recognizes that feelings may lead to behaviours that are socially acceptable or unacceptable, or to the repression of behaviours and feelings • Demonstrates socially acceptable strategies to attend to and communicate feelings • Examines strategies to receive and attend to pleasant and unpleasant messages	Expresses sadness at the loss of a loved one. Appreciates the humour in situational comedies. Seeks help in situations where emotions dominate logic: e.g., loss of boy/girl friend personal failure. Interprets non-verbal communication to predict people's moods. Talks openly when expressing feelings to a friend. Deals with angry feelings responsibly. Reacts positively to criticism in the work-place or community partnership site and endeavours to improve conduct/attitude.
EXPLAINS FAMILY STRUCTURES AND RECOGNIZES PERSONAL ROLE • Recognizes and understands that there are various family structures: nuclear, single parent, extended, grandparents, others • Identifies varied roles of family members in each family pattern: mother, father, child, sibling, other • Identifies personal family structure and roles • Outlines behaviours and attitudes that facilitate cooperative family interaction	Accepts the different family structures of friends and classmates. Uses observations of families interacting as a basis for making future family decisions. Applies problem-solving and decision-making strategies to decrease family conflicts. Recognizes/appreciates the changing need for family: e.g., relies on family for physiological needs as children, needs family for emotional support as adolescents/adults.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Examines the methods used by characters in a story to express feelings. Develops vocabulary to expand verbal and written descriptive ability. Practical Arts Uses appropriate strategies to communicate expectations to others at school and in the workplace.	Lead a class discussion to develop vocabulary to express various feelings (e.g., fear, anger, love, joy, and sorrow). Design a facial expression appropriate to each type of feeling, match the word with the picture and tack them on a bulletin board. Have students role play given situations with facial expressions and body gestures only. This activity can be adapted so that students can predict the situation. (See *Teacher Resource Manual*: Communication.) Have the students chart a day's schedule of happenings or events and describe the feelings experienced; e.g., Situation: sibling using all the hot water while showering — Feeling: angry, frustrated — Reaction: shouting at each other Ask students to add and contribute to a fourth column, "Acceptable means of handling situations". Provide students the opportunity to view a television program or sections of a movie with no sound and ask them to interpret the feelings portrayed by the actions.
Language Arts Identifies a variety of family structures/ patterns from the literature. Analyzes television families.	Encourage students to share information about their family and to identify various family structures. Ask students to generate a list of 20 or more family tasks: e.g., washing dishes, paying bills, shopping for groceries. Beside each task, have students place the name of the family member who regularly completes that task. Ask students to compare/contrast these lists and/or prepare for a discussion about differences in families and roles. Provide time for students to list common family conflicts and to identify strategies that may resolve the conflicts.

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES SKILLS/STRATEGIES NEEDED FOR PRODUCTIVE GROUP WORK • Lists skills needed for productive group work: listening, participating, tolerating, asserting • Identifies roles within the group • Generates a set of rules to promote productive group work	Displays interpersonal skill development when conversing with peers, family members, teachers and community members. Recognizes informal and formal rules that apply to working with others.

Related Applications Across the Curriculum	Suggested Strategies/Activities

Language Arts

Examines discussion skills and asking and answering techniques.

Reviews the language strands and relates these to group communication.

Practical Arts

Displays appropriate interpersonal skills/ strategies when involved with classmates, teachers and community members.

Science

Uses productive group work skills/strategies when conducting experiments/investigations.

Provide opportunities for students to:

- design posters illustrating usual forms of behaviours within different groups
- role play situations to enhance individual understanding of typical group behaviours and have the remainder of class identify the groups being portrayed
- develop a radio ad with a slogan designed to advertise the behaviours of specific groups:
  e.g., "There's no life like it" (Armed Forces)
  "Participation"
- design a bulletin board display to profile a "perfect" friend – use brainstorming to develop qualities; e.g., warm, thoughtful of others, sense of humour
- interview senior citizens with respect to qualities in their lifelong friends, or invite them into the classroom as guest speakers
- write a short paragraph on the theme "A friend is . . .". (See *Teacher Resource Manual*: Communication.)
- on a bulletin board, display vocabulary and related pictures used to identify friends; e.g., parents, teachers, doctors, pets, classmates, grandparents
- discuss how friendships contributes to one's well being.

Using literature and/or appropriate TV programs, have students complete the following chart.

Character	Specific Assertive Behaviour or Dialogue	Reasons for Assertive Behaviour

Have students select a school and/or home situation and demonstrate how assertiveness may be successfully used to meet individual needs:

e.g., asking to go to a dance or party may develop confidence, logical reasoning and/or possible compromise situations,
taking part in gym activities at noon or after school may result in new friendships.

LEARNING OBJECTIVES	Related Life Skills
DISTINGUISHES TOLERANT/INTOLERANT BEHAVIOURS AND ATTITUDES • Shares examples of tolerant/intolerant behaviour and attitudes • Identifies factors influencing tolerant/intolerant behaviour and attitudes • Develops strategies to assist self and others to manage behaviours and attitudes of intolerance	Tolerates habits/behaviours of family members and friends: e.g., music preferences, sports activities. Recognizes that the aging process may influence behaviour: e.g., hearing, mobility, attention span. Tolerates others who do not practise personal hygiene.
RELATES CURRENT AFFAIRS TO THE STUDY OF PERSONAL/INTERPERSONAL DEVELOPMENT	Recognizes problem-solving and decision-making strategies applied by individuals/groups/governments to address events reported in the news.

Related Applications Across the Curriculum	Suggested Strategies/Activities
	Use brainstorming to develop a list of situations that could require assertiveness: e.g., returning defective goods applying for a job handling peer pressure to drink/smoke at a party. Have students choose one of the situations listed above, write an assertive scenario and role play the situation with a partner to present to the class.
Language Arts Identifies and discusses tolerant/intolerant behaviour displayed in stories.	Have students design bumper stickers demonstrating tolerance for specific groups or behaviours. Design a bulletin board composed of articles showing examples or consequences of tolerant/ intolerant behaviour. View a film portraying the oppression of an individual or a minority group and discuss the consequences to the group members and/or the entire community.
	Community Partnerships Invite guest speakers from community minority groups to outline their culture in an attempt to foster better understanding of habits, personalities, or physical qualities which some students may perceive as "weird" or unusual.
Language Arts Reviews and applies communication skills to improve group work productivity. Applies skimming techniques to locate relevant articles from journals or the newspaper.	Have students identify and discuss current events issues relating to tolerant/intolerant behaviours: e.g., Canada's trade agreements with Japan, China and U.S.S.R. Iran/Iraq conflicts. Have students identify world organizations which encourage tolerant behaviour, such as NATO, UN and Amnesty International.

SOCIAL STUDIES (I.O.P. GRADE 8)

KNOWLEDGE: THE PHYSICAL AND CULTURAL COMMUNITY:

A. CANADA

B. COMPARISON OF CANADA WITH BRAZIL

CONCEPTS

- Many factors contribute to the physical and cultural community and understanding these factors will enable the individual to adapt to communities undergoing change.
- The physical and cultural communities are interdependent.
- Applying process skills and inquiry strategies will expand personal knowledge of the physical and cultural community.
- The physical and cultural community may be influenced by current affairs.

SKILLS:

The skills relating to **THE PHYSICAL AND CULTURAL COMMUNITY** are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the need to understand the physical and cultural community for a better understanding of self and family.
- Appreciates the importance of developing process skills and communication and participation strategies for life-long learning in a changing society.
- Appreciates and respects the cultural background of community members.
- Recognizes the importance of understanding current world issues as they relate to the physical and cultural community.

LEARNING OBJECTIVES	Related Life Skills
LOCATES SOURCES OF INFORMATION	
• Describes and applies the information contained within an atlas	Uses atlas in everyday life to access information: e.g., elevation industry population location.
• Identifies sources of information within the school and community	Utilizes charts and graphs as a quick means of gaining information: e.g., careers – job availability, job trends vehicle information – gas mileage, information in grocery stores, banks, car magazines, newspapers.
• Interprets information in charts, graphs, tables, diagrams and maps	Reads maps to enhance employment skills needed for jobs such as: delivery person bus driver taxi driver salesperson.
• Constructs maps demonstrating the use of longitudes/latitudes, symbols, directions, distances, scales and physical features	Uses maps to help plan a vacation or a visit to relatives in relation to: e.g., distances time requirements scenic routes.
	Participates in leisure activities such as bicycle rallies.
IDENTIFIES THE PHYSICAL COMMUNITY	
• Relates the geographical location, physical features, climate and natural resources of the community	Identifies the physical community when contemplating future moves or employment projects.
• Compares/contrasts the local community to other communities	Uses the physical community for leisure activities: e.g., hiking, cross-country skiing, biking.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Reviews vocabulary associated with graphs, charts and other key visuals. Mathematics Reads/interprets/displays information in charts/tables/graphs. Practical Arts Reads and interprets charts and diagrams related to a specific occupational area. e.g., safety charts, assembly instructions, paint mixing charts. Science Uses tables/charts/graphs/diagrams to obtain information on chemical content, preparing solutions, mixing fertilizers.	Use atlases, rural/urban/provincial maps, overhead projector transparencies, videotapes, picture sets, library books and/or filmstrips to initiate discussion or peruse other activities intended to relate the factors of the physical community. Provide opportunities for students to compare various communities at different levels, such as their immediate community with a neighbouring community, Alberta with another province, Canada with another country: e.g., Canada with Brazil Edmonton with Brazilia. Initiate an activity in which the students are asked to locate specific information in an atlas: e.g., cities, countries, resources, climate conditions, population. Encourage students to scan newspapers and magazines to locate charts and graphs used in everyday life. Discuss the features and content displayed by each chart/graph and post these on a bulletin board. Make bar, line, circle or pictographs representing data: e.g., number of boys and girls in Grade 8 hair colour within classrooms favourite songs. Arrange a visit to the school library to review the social studies sections and to identify books particularly useful in social studies: e.g., almanacs, encyclopedias, magazines, atlases.
Practical Arts Realizes that climate and natural resources may influence employment trends. Science Recognizes and monitors the interaction of living and non-living things in the local environment. Completes a precipitation investigation by measuring rainfall over a given period and charting the results.	Provide time for students to gather information about local weather patterns, rainfall, elevation, etc. Have students develop charts, graphs and/or tables displaying this information. Community Partnerships Plan a field trip with students designed to permit students to travel throughout the community while gathering information about the physical community. Have students develop maps displaying the observed features. Compare, contrast and discuss these maps.

LEARNING OBJECTIVES	Related Life Skills
E IDENTIFIES TIME ZONES	
• Sketches and labels the time zones on a map of Canada/North America	Plans to watch live events on television that will be broadcast at different local times: e.g., Oilers at L.A. – 1 hour earlier than L.A. game time Stampeders at Ottawa – 2 hours after the listed Ottawa time.
• Recognizes global time zones	
• Defines and explains daylight saving time and mountain daylight time	When travelling across Canada, adjusts watch to reflect the current time zones.
INTERPRETS THE URBAN GRID SYSTEM	
• Identifies the components of a town or city grid system	Makes a rough guess as to the general location of an unfamiliar address.
• Identifies the directional layouts of streets and avenues	Uses a city map to locate specific addresses.
• Explains the relationships among streets, avenues and numbering systems	Makes a precise guess as to the location of an unfamiliar address. e.g., The business will be in the S.E. corner of town on 21st on the left side of the street.
• Locates specific addresses within the community	Gives precise directions to tourists when asked.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities
Mathematics	
Estimates/measures/records time on the 12-hour and 24-hour clock.	Using an overhead projector, introduce time zones and question students to evaluate individual understanding. Provide students with Alberta times and have them calculate the times in other provinces: e.g., if the time is 12:00 p.m. in Alberta; it is 11:00 a.m. in B.C., 1:00 p.m. in Saskatchewan.
Applies knowledge of geometric line relationships (e.g., parallel, horizontal, vertical, perpendicular, intersecting and angle measures) to mapping skills. Interprets the scale of a map. Uses map coordinates to locate points on a city street map.	Have students play the game "Battleship" and discuss the similarities between the game and an urban grid system. Discuss similarities between the city grid system, the rural road system and the latitude/longitude system. (Note: Each system is man-made in order to give structure and aid in the ability to locate precise areas.)
Quantifies/orders numbers and distinguishes between even and odd numbers in locating given addresses on a city map.	Draw a scaled map of the community (i.e., $2cm^2$ = 1 block). Be sure to label the streets and avenues. Play a game where each contestant is given an address and has to give a precise location without using a map; e.g., 12043 - 142 Street in Edmonton: that location will be between 120 and 121 avenue on 142 street. It will be on the east side of the street, about halfway down the block. (See *Teacher Resource Manual*: "Community Awareness" for additional activities.) Study a map of the city you live in or one that is near your community. Locate various services (library, city hall, restaurants, theatres, etc.) and plan routes for travelling from one location to another.
Practical Arts	
Creates and uses visual graphics as they apply to the measurement, layout and design of projects.	

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES THE MAJOR AREAS OF AN URBAN CENTRE	
• Identifies the major areas of an urban centre: inner core, industrial parks, residential areas, recreation areas, others	Chooses appropriate mode of transportation in larger cities: e.g., rapid transit, bus, taxi, bicycle or walking.
• Determines the services found in each area	Predicts locations of various services without the assistance of a map.
• Recognizes the relationships among the areas of the city, types of service and transportation access systems	Gathers emergency preparation information from locations throughout the community.
• Defines and locates public/service agencies within the community	Reads and follows transit schedules in urban areas.
• Determines and outlines appropriate behavioural strategies during emergencies such as power failures, tornadoes, toxic spills	Budgets for transportation costs – taxi, bus, other.
• Identifies sources of transportation information	Investigates most efficient travel routes.
• Locates and interprets public transportation schedules	Calculates the time required to reach a given destination using various modes of transportation.
• Compares the forms of travel within the community	Locates accommodation within a reasonable distance of a given job site.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Plans a field trip to observe a large urban centre. Integrate with the mathematics, language and science teachers to provide opportunities for input from each subject area. Mathematics: Calculates the total distance and travel time of the trip, estimates costs. Language Arts: Observes signboards for evidence of persuasive language. Writes a story, or plans a poster that identifies the sections of the city in which the students would prefer to live, work. Science: Generates a list of natural and synthetic building materials seen during the trip. Discusses the implications of the energy consumption or the environmental effects of industry upon a city. Language Arts Writes to organizations to request transportation information for perusal. Reviews locating and communicating skills. Practical Arts Relates the layout, design and planning of an urban centre to similar task-related projects within the classroom: e.g., planning a wood or ceramic project. Determines appropriate transportation routes to major employment areas within an urban centre. Science Investigates land use, soil pollution, erosion, etc., in rural areas.	Lead students in a discussion comparing their local communities with neighbouring communities in terms of inner core, industrial and residential areas. Provide students with the names of services and/or businesses along with the addresses. Have the students indicate the general area of the city where these might be located as well as the precise location. Have students investigate the cost, time factor and convenience of different modes of transportation to a specific area. Utilizes one of deBono's tools (see *Teacher Resource Manual:* Process/Inquiry) to chart the pros and cons of various travel plans to a particular place in Canada: e.g., plane vs. bus vs. car, time saved/lost, cost. Community Partnerships Visit the bus depot/train station/airport and investigate how/where travel information is given. Various related careers could also be explored on site: e.g., ticket agent, luggage handler. Plan a comprehensive field trip to a nearby recreation resort. Students could be divided into groups to complete pre-trip investigations: e.g., total cost, number and types of meals, means of transportation, activities at the site. Invite a town or city planner to address the class about the objectives and philosophies necessary for planning a city or town. Invite the mayor to address the class about long-term development goals, the reasons for these goals, economic concerns, etc. Invite a truck, taxi, bus or courier service driver to discuss the advantages/disadvantages and laws associated with urban travel: e.g., truck/dangerous goods route, use of air brakes.

COURSE: SOCIAL STUDIES (I.O.P. Grade 8)
THE PHYSICAL AND CULTURAL COMMUNITY

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES THE RURAL GRID SYSTEM • Identifies and defines the components of the rural/municipal grid system: section, township, range, meridian • Recognizes that township and range lines are similar to streets and avenues for use in locating rural addresses • Identifies major roadways in rural areas	Locates specific rural areas for hunting, fishing, camping and/or boating purposes.
E RECOGNIZES THE RELATIONSHIP BETWEEN A RURAL ADDRESS AND A LEGAL LAND DESCRIPTION • Lists the components of a legal land description • Locates various land descriptions on a rural/municipal map	Predicts the general location of an unfamiliar rural address. e.g., The land is in the south west quarter of section 6, township 12, range 6 west of the 4th meridian. Locates parcels of land based upon the legal description.
IDENTIFIES THE CULTURAL COMMUNITY • Defines the concept of cultural group • Distinguishes major cultural groups within the community • Shares information about personal heritage • Identifies various cultural-group contributions to the community	Gains an understanding of the pluralistic nature of Canadian society and recognizes that all ethnic origins have contributed to Canadian society: e.g., tennis from Britain foods from around the world. Develops a tolerance and empathy toward people from other areas of the globe. Appreciates the background of various cultural groups. Recognizes cultural food in restaurants. Associates with people from different cultures to gain first-hand information. Accepts people based on personal qualities, rather than cultural qualities such as race, religion or colour.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Reviews the use of abbreviations in newspapers and on posters and bulletin boards in the community. Mathematics Recognizes the use of parallel, perpendicular, horizontal, vertical and intersecting lines on a grid system.	Distribute municipal maps and have students locate various rural grid system features. Relate these features to lines of latitude and longitude. Provide students with two legal land descriptions and have them use a section map to determine the shortest route from one to the other. Using a section map, have students locate: • their home • their school • the homes of friends (both rural and urban). Community Partnerships Plan a field trip to a rural community to review differences/similarities of rural/urban development. Distribute to students a section of a county map. Encourage classroom competition in determining who can be the first to provide answers for: • the legal description of a section of land containing a large body of water • the quarter of a particular section of land that contains buildings.
Language Arts Investigates the heritage of well-known authors. e.g., Robert Burns – Scottish Judith Blume – American Monica Hughes – British. Mathematics Identifies the cultural background of individuals who have contributed to mathematics. e.g., Pythagoras - Greek René Des Cartes - French Albert Einstein - Austrian. Science Recognizes the cultural background of individuals who have contributed to our scientific society. e.g,. David Suzuki - Japanese Canadian Marc Garneau - French Canadian.	Play a clue game where points are awarded for correctly guessing a country: 10 points to students requiring only 1 clue, 5 points for 2 clues, 3 points for 3 clues, and so on. e.g., clues: watches, downhill skiing, the Alps, Heidi answer: Switzerland. Determine the cultural group represented by each student in the class and provide time for students to develop a personal family tree. Have students describe feelings they have when meeting strangers and/or someone who is different from themselves. Ask students to predict their actions and reactions. Ask members of the class to share experiences regarding moves they have made and specific reasons for moving, the problems encountered in the new location, and feelings about people or things left behind. Relate this discussion to immigration in Canada.

COURSE: SOCIAL STUDIES (I.O.P. Grade 8)
THE PHYSICAL AND CULTURAL COMMUNITY

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES COMMUNICATION SYSTEMS WITHIN THE COMMUNITY	
• **Describes human interaction contributing to community cohesiveness**	Obtains information about and attends social gatherings within the community.
	Uses community bulletin boards to sell items such as a bicycle and a stereo system.
• **Outlines the role of technology in contributing to community cohesiveness**	Uses the appropriate communication mode: e.g., telephone, telegraph, post office, FAX.
RELATES CURRENT AFFAIRS TO THE STUDY OF THE PHYSICAL AND CULTURAL COMMUNITY	Recognizes that events in the news may be caused by physical and/or cultural factors.
• **Locates and places towns, cities and countries in the news on a map using longitudes and latitudes**	

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Investigates the impact of television on communication. Science Demonstrates an understanding of the role of science in society to provide communication technology.	Encourage students to avoid using a technological innovation at home for four days and to report their resulting feelings/behaviours: e.g., avoid using the television, the telephone, the transit system, the radio. Community Partnerships Invite a guest speaker to share information about personal heritage and culture. Invite a senior citizen or view a film to provide information about communication before the telephone, the television, etc.
Language Arts Uses abbreviations, symbols and other aids to make maps.	Have students identify current news issues that are/have been influenced by physical and cultural factors: e.g., heritage days and cultural events throughout the province loss of life as a result of a natural disaster chinook winds in Alberta because of the Rocky Mountain range.

SOCIAL STUDIES (I.O.P. GRADE 8)

KNOWLEDGE: CANADA: COLONIZATION TO CONFEDERATION

CONCEPTS

- Canada is a participatory democracy which involves responsible citizenship.
- Applying critical/creative thinking, problem-solving and decision-making strategies may aid in understanding the concepts associated with colonization and confederation.
- It is important to develop communication and participation skills to facilitate appropriate interaction at home, at school, in the workplace and in the community.

SKILLS:

The skills relating to **CANADA: COLONIZATION TO CONFEDERATION** are outlined in the learning objectives listed in column one.

ATTITUDES:

- Acquires a desire to be a responsible, participating citizen at home, at school, in the workplace and in the community.
- Appreciates the value to lifelong learning of developing process, communication and participation skills.
- Develops a desire to understand the history of Canada as it relates to the present and future of Canada.

COURSE: SOCIAL STUDIES (I.O.P. Grade 8)
CANADA: COLONIZATION TO CONFEDERATION

LEARNING OBJECTIVES	Related Life Skills
SUMMARIZES HOW CANADA BECAME A COUNTRY	Practises democratic principles in daily living by relating to family members in a democratic manner: e.g., determining which TV show to watch deciding where to go on a vacation.
• Outlines significant individuals and events leading to confederation: e.g., settlement, exploration, nationhood, B.N.A. Act, Sir John A. Macdonald	
• Understands that confederation is a compromise	Recognizes the function of the student council and develops an awareness of the responsibilities of student council members.
E • Recognizes the past and present reasons for confederation: e.g., protection, nationalism, trade	Assists in developing rules and expectations for classroom behaviour.
	Recognizes that Canada's historical background relates to the culture and laws of a community.
DEFINES THE QUALITIES OF A RESPONSIBLE CITIZEN	Acts in a manner consistent with good citizenship at work and in the community: e.g., helpful, punctual, considerate.
• Describes the attitudes and behaviours of members of society who make positive contributions	Exhibits the characteristics of a good classroom citizen: e.g., raises hand before talking avoids disturbing others listens attentively to others gives helpful suggestions helps to keep the classroom neat and tidy.
	Makes a positive contribution to society by identifying and assisting a citizen who requires help.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Writes a paragraph summarizing a visit to a session of the local government. Outlines main ideas and supporting detail.	View a film or videotape illustrating a segment of Canadian history relative to the development of democracy addressing such topics as the rebellions of 1837, the Durham report or the Act of Union of 1891. Have students contribute significant dates, events and people in Canadian history to a large class time line.
Practical Arts Develops an awareness of government services and agencies as they relate to the world of work.	Provide time for students to outline the actions and responsibilities of student council.
Science Recognizes compromise in the science world. e.g., Developing improved fertilizers and weed sprays costs money, yet results in increased crop yields.	Using democratic principles, develop a set of classroom rules and expectations. Design a citizenship award with specific evaluation criteria. Give the award to a class member every week or month. List the qualities each student displayed during that time.
Practical Arts Responds to emergency situations. Maintains a clean/tidy working environment. Relates well with adults and peers.	Community Partnerships Provide the opportunity for students to organize a field trip to observe local government in session. Have students record the issues being discussed and the responses pertaining to them. Ask students to prepare personal responses to the issues under discussion.
Science Recognizes the need for responsible attitudes/ actions in the use of technology; e.g., aerosol sprays, non-recyclable products.	Invite a member of your local Chamber of Commerce to discuss the qualities of a good citizen. Using student input, identify good citizens within the community. Profile qualities of these people: e.g., design an award or bulletin board display to acknowledge citizens have students write letters to the local newspaper acknowledging exemplary citizens.

COURSE: SOCIAL STUDIES (I.O.P. Grade 8)
CANADA: COLONIZATION TO CONFEDERATION

LEARNING OBJECTIVES	Related Life Skills
RELATES CURRENT AFFAIRS TO THE STUDY OF CANADA: COLONIZATION TO CONFEDERATION	Recognizes that Canada is a multicultural country because of a unique historical background. Appreciates the many cultures comprising Canada. Displays an understanding that Canadian laws were developed to protect cultural diversity and to guarantee equal rights to everyone.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Reads journal articles/biographies/autobiographies/historical novels relating to Canada's development.	Have students locate and bring to class media items about Canadian laws as they pertain to Canada's multicultural heritage. e.g., Native land claims Bill 101. Provide opportunities for students to examine the historical background of selected Canadian cultural groups. Relate this information to current events issues. e.g., The history of Ukrainian/Japanese/Native Canadians and their present living situations/locations.

SOCIAL STUDIES (I.O.P. GRADE 8)

KNOWLEDGE: CAREERWATCH 8

CONCEPTS

- Identifying community employment opportunities and relating these to personal interests will assist students to make appropriate future career choices.
- Critical/creative thinking, problem-solving and decision-making strategies will assist individuals to investigate careers within the community.
- World events may influence present and future employment opportunities in the community.

SKILLS:

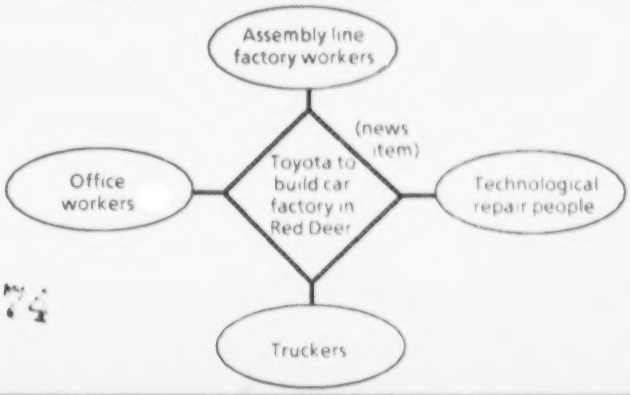
The skills relating to **CAREERWATCH 8** are outlined under learning objectives listed in column one.

ATTITUDES:

- Develops an understanding of self in relation to interests and career opportunities.
- Appreciates the ability to use various decision-making and critical/creative thinking strategies to investigate employment opportunities within the community.
- Appreciates the importance of process, communication and participation skills when addressing careers.
- Appreciates the need to understand the relationship between world events and personal career preparation.

COURSE: SOCIAL STUDI :S (I.O.P. Grade 8)
CAREERWATCH 8

LEARNING OBJECTIVES	Related Life Skills
DESCRIBES THE CAREERS OF FAMILY MEMBERS AND/OR FRIENDS • Shares information about careers • Categorizes jobs into employment clusters	Develops an awareness of jobs available within the community. Develops the ability to ask job-related questions of employees.
SELECTS AND LISTS PERSONAL QUALITIES RELATED TO EMPLOYMENT • Identifies interests and relates these to employment • Outlines the characteristics and qualities of a desirable employee	Recognizes that interest is a factor to consider when selecting careers.
IDENTIFIES VOLUNTEER EMPLOYMENT • Lists the benefits of volunteer employment • Identifies volunteer services and organizations within the community • Categorizes volunteer services in terms of individual interests • Identifies relationships between volunteer work and job experience	Develops an awareness of the need for volunteers within the community and becomes a volunteer to assist in making valid career choices and to gain valuable work experience: e.g., at a hospital or a senior citizens' home, in the neighbourhood, as a coach or camp worker. Volunteers to help fellow classmates run a computer program.
RELATES CURRENT AFFAIRS TO EMPLOYMENT IN THE COMMUNITY • Recognizes that world events may influence employment opportunities	Recognizes that community employment trends may be influenced by world events: e.g., coal mining, oil/gas industry.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Practises asking and answering techniques for potential interviews with employers.	Assist students to brainstorm a set of five or six questions to use to interview friends and family members about their jobs. Questions may include: • name of the company • job title • job description • job hours • job benefits • reasons why you like/dislike this job. Provide time for students to list their career interests. Distribute an "Interest Survey" to each student to complete. (See *Teacher Resource Manual:* Participation.) Compare/contrast the results and lead a discussion about the importance of personal interest when considering careers.
Mathematics Recognizes the need for well developed problem-solving skills in a variety of careers.	
Practical Arts Names the eight job clusters identified in the program. Investigates personal qualities that may be unique to specific jobs.	Community Partnerships Invite employers from several job clusters to present information about the qualities of a desired employee. Have students list and compare these qualities with individual qualities. Have students use the business pages of a telephone directory to identify and list possible businesses/services that use volunteer personnel. Compare/contrast skills and qualities necessary for volunteer and salaried work. Invite a hospital or nursing home administrator or volunteer to discuss the duties and benefits of volunteer work.
Science Recognizes the necessity of using problem-solving/inquiry/decision-making skills in many technical jobs.	
General Volunteers to assist classmates and/or teachers to advance personal communication skills, levels of responsibility and job-related experiences.	
Language Arts Reviews skimming techniques to locate related news items in a newspaper or magazine.	Have students report news items relating to employment to classmates to initiate discussion. Encourage students to use a semantic web configuration or other strategies (see *Teacher Resource Manual*: Process/Inquiry) to relate a news issue to jobs within the community. 

I.O.P. SOCIAL STUDIES PROFILE, GRADE 9

PERSONAL/ INTERPERSONAL DEVELOPMENT	Distinguishes developmental patterns	Relates independence to responsibility	Identifies and applies problem-solving/ decision-making strategies	Recognizes the need for realistic goal planning
	Identifies and applies critical and creative thinking strategies	Summarizes internal and external factors contributing to success	Identifies friendships and peer groups	Observes and explains group behaviour
	Relates current affairs to the study of personal/interpersonal development			
THE SOCIAL AND ECONOMIC COMMUNITY	Relates geographical location, physical features, climate and natural resources to industry and population	Recognizes the effect of environmental issues on the individual and the community	Demonstrates an understanding of immigration	Outlines difficulties faced by immigrants
	Identifies the economic community	Identifies the community tax system E	Recognizes the influence of various factors on the quality of life	Relates current affairs to the study of the social and economic community
CITIZENSHIP IN CANADA	Distinguishes laws as they pertain to the individual and the community	Recognizes the qualities of a responsible citizen	Describes the probation system E	Relates current affairs to the study of citizenship in Canada
CAREERWATCH 9	Identifies employment opportunities within the community	Identifies new/future employment opportunities in the community	Relates community employment opportunities to personal abilities, needs and interests	Relates current affairs to employment in the community, provinces, country and world

E = Elective

PROGRAM OF STUDIES/PRESENTATION OF CONTENT

SOCIAL STUDIES (I.O.P. GRADE 9)

KNOWLEDGE: PERSONAL/INTERPERSONAL DEVELOPMENT

CONCEPTS

- Personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence.
- Recognizing roles and role models is important for personal/interpersonal development.
- Internal and external factors may influence personal behaviour and development.
- Process skills, critical/creative thinking strategies and problem-solving/decision-making strategies may be used to explore personal/interpersonal development.
- Humans are interdependent. Therefore, it is important for individuals to develop the communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations.
- Current world issues and problems may influence personal/interpersonal development.

SKILLS:

The skills relating to **PERSONAL/INTERPERSONAL DEVELOPMENT** are outlined in the learning objectives listed in column one.

ATTITUDES:

- Develops an appreciation of personal attributes, characteristics and behaviours.
- Develops a sense of responsibility for personal behaviour.
- Realizes the value of appropriate communication patterns.
- Develops the desire to become a responsible, participating member of society.
- Appreciates the differences in others with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes.
- Recognizes the importance of continued awareness of events occurring in the world and their influence on personal/interpersonal development.

LEARNING OBJECTIVES	Related Life Skills
DISTINGUISHES DEVELOPMENTAL PATTERNS	
• Prioritizes personal needs and wants	Makes appropriate financial decisions based on personal needs and wants.
• Compares/contrasts personal needs and wants with those of other individuals	Shows respect for the perspectives and viewpoints of others and tolerates the needs, wants and values of others when making responsible decisions.
• Lists and priorizes personal values	Retains personal set of values even when under pressure from others to alter these.
• Demonstrates an understanding of the relationship between empathy and tolerance	Displays the ability to empathize with individuals who have different: • behavioural patterns • educational/social/family backgrounds • attitudes.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Shows respect for the perspectives and viewpoints of others when making responsible decisions in society: e.g., plebiscite decision. Language Arts Identifies the factors that have contributed to the behaviour of main characters in stories.	Encourage students to continue personal awareness and application of the personal/interpersonal development concepts investigated throughout the Grade 8 program. Introduce students to Maslow's hierarchy of needs and have students relate the hierarchy to personal needs. (See *Teacher Resource Manual*: Participation.) Provide time for students to make a collage classifying basic needs pictorially: e.g., physiological – food, shelter, clothes safety – police, armies love and belongingness – dating, group activities, families self-esteem – positive interpersonal relations (smiling, body language) self-actualization – sewing a gift, making a ceramic item. Have students share their collages and discuss the similarities and differences. Relate the discussion to individual developmental patterns, needs and wants. Complete the following chart using literature, television programs and/or movies. e.g., "Family Ties", "The Cosby Show", "Growing Pains", "The Outsiders".

Character	Behaviour	Requirements	
		Needs	Wants

Assist students to correlate personal leisure activities with needs fulfilment:
e.g., weight lifting – self-esteem or self-actualization
4H – belongingness, self-esteem.

Have students organize themselves into small groups and role play situations that demonstrate empathy toward others:
e.g., new student in school, helping a friend with a personal problem such as losing a girl/boy friend.

COURSE: SOCIAL STUDIES (I.O.P. Grade 9)
PERSONAL/INTERPERSONAL DEVELOPMENT

LEARNING OBJECTIVES	Related Life Skills
RELATES INDEPENDENCE TO RESPONSIBILITY	
• Outlines the developmental stages of independence: infancy, childhood, adolescence, adulthood	Demonstrates increasing independence within the school situation: e.g., will continue working independently when no specific tasks are assigned by the teacher.
• Compares/contrasts levels of independence throughout each stage	Accepts increasing responsibility within the home: e.g., does chores without being asked budgets personal finances to ensure borrowing is unnecessary.
• Recognizes that independence leads to self-actualization	
• Relates level of independence to responsibility	Behaves in a responsible manner at school and at home: e.g., takes consequences of behaviour into consideration prior to acting accepts responsibility for personal behaviour.
• Compares the interdependence of personal commitment and the expectations of others	
• Plans strategies for accepting increasing levels of responsibility	Takes an active role in school affairs: e.g., clubs, students' union, sports.
	Becomes involved in Neighbourhood Crime Watch, a local environmental clean-up campaign, etc.
	Recognizes the stages of development of siblings and responds accordingly.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Accepts responsibility for school behaviour and displays increased independence in completing classroom/homework assignments.	Encourage students to identify and share areas in which they experience independence, such as selecting the clothes to wear, a hair style, friends, part-time jobs, or recreational activities. Brainstorm to list ways students may become more independent: e.g., alternative ways to succeed at school practise punctuality to foster trust from parents utilize elements of a plan when completing tasks, to enhance the probability of success.
Science Develops appropriate strategies for making responsible decisions about the use of science and technology: e.g., purchasing a pump deodorant container rather than an aerosol container.	Provide opportunities for students to list activities that may lead to increased independence: e.g., obtaining the rules associated with holding a driver's permit/licence selecting high school courses appropriately.
Practical Arts Accepts increasing responsibility in the classroom and at community partnership sites.	Have students complete "what if ..." statements relating to responsibility. (See *Teacher Resource Manual*: Participation.) e.g., What if I cleaned my room every week ... parents would be happy, I could find my clothes easier. Have students interview a Grade 7 student and a Grade 9 student to compare their levels of independence. Questions may include the following: • When do you have to be in bed on school nights? On weekends? • Are there any places you are not allowed to go? • How much money do you have to spend each week? • Where do you get your money? • Name two things your parents decide for you. • Name two things you decide for yourself. • List two things for which you are responsible. • List two things for which you would like to be responsible. • Do you want more or less independence right now? Encourage students to share their results with the class.
	Community Partnerships Invite guest speakers, such as an RCMP officer, business employer, probation officer, health worker, etc., to discuss independence and responsibility as these relate to their jobs and the people they are involved with.

COURSE: SOCIAL STUDIES (I.O.P. Grade 9)
PERSONAL/INTERPERSONAL DEVELOPMENT

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES AND APPLIES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES • Lists and applies time management strategies • Identifies and applies stress management strategies	Prepares daily/weekly time diaries. Keeps accurate records of task demands on time: e.g., homework, team practices/games, household duties. Demonstrates the skills and attitudes necessary to handle the daily pressures.
RECOGNIZES THE NEED FOR REALISTIC GOAL PLANNING • Identifies and categorizes individual goals • Identifies factors which determine whether a goal is realistic • Outlines examples of goals leading to immediate/deferred gratification • Recognizes that deferring immediate gratification may result in achieving long-range goals • Relates personal satisfaction to immediate and deferred gratification	Plans realistic short- and long-term career goals. Plans academic and personal aspiration goals: e.g., study time vs. grades desired saving for vehicle, stereos, etc. Directs goal planning to vertical and horizontal job movement: e.g., service station – start at the pumps, move to lube rack and then apply for an apprenticeship mechanics program. Recognizes the need to plan early for future spending: e.g., saves for a vacation, motorbike or stereo system. Considers consequences of immediate and deferred gratification in personal decision making: e.g., visiting with friends vs. studying for tomorrow's examination.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Organizes time to complete home/school tasks and retain leisure activities.	Have each student make a schedule of daily activities and prepare to discuss activity/time relationships. (See *Teacher Resource Manual*: Process/Inquiry.) List and discuss the consequences of not meeting time commitments for specific situations: i.e., arrives late for school misses the school bus arrives late for work. Obtain a stress management kit or videotape from the school guidance area, library and/or a media service. Provide time for students to view and to discuss the situations and coping strategies presented. Have students recognize that time management relates to stress levels: e.g., that procrastination may increase stress and decrease productivity that reviewing school work regularly will decrease the time needed to study for major examinations.
Language Arts Applies various problem-solving/decision-making strategies to arrive at alternative conflict resolutions from those presented in literature.	
Science Recognizes that decision-making/problem-solving strategies are used in scientific investigation.	
Mathematics Identifies a monetary goal and budgets accordingly.	Provide time for students to identify, list and categorize personal goals as short or long term. Discuss factors that may influence the attainment of individual goals, such as: • finances • abilities, talents • power, control. Have students compare/contrast their personal attributes list to their goals list. Encourage students to adjust their lists to accommodate realistic goal planning.
Practical Arts Evaluates personal skills when involved in projects and community partnerships to select realistic employment goals.	
Science Recognizes the need for compromises in order to find workable solutions to problems involving science and technology: e.g., building a pulp and paper mill – employment opportunities and revenue vs. harmful effects on the environment and loss of a natural resource.	Community Partnerships Invite members of the community to discuss immediate/deferred gratification in relation to employment, self-confidence, perceived success and/or financial planning: e.g., a student who dropped out of school and returned a bank teller/manager.

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES AND APPLIES CRITICAL AND CREATIVE THINKING STRATEGIES • Uses process skills to investigate and apply critical/creative thinking strategies	Applies critical/creative thinking strategies to recall someone's name, telephone numbers, or to develop new methods to complete a task: e.g., unable to acquire a ride in the family car, therefore takes public transit, a taxi or asks a friend to drive.
SUMMARIZES INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO SUCCESS • Outlines the attributes of a successful person • Recognizes that success may be defined in different ways depending upon internal/external factors • Distinguishes intrinsic and extrinsic motivators • Identifies successful people within the school and the community and provides supporting reasons • Plans strategies for achieving individual success	Accepts responsibility for personal success/ failure and does not credit or blame outside factors. Realizes that social situations may determine behaviour: e.g., one can behave less formally at a beach party than at a wedding ceremony. Identifies and evaluates personal definition of success and develops short- and long-range goals to achieve that success. Recognizes the intrinsic/extrinsic motivators regarding losing weight, playing basketball, saving money and completing household chores.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Uses process skills and critical/creative thinking strategies with increased regularity and awareness in all subjects.	Have students select a current affairs item, identify the main idea, analyze the solution or identify an alternative solution using critical/creative thinking strategies. (See *Teacher Resource Manual*: Process/Inquiry.) Encourage students to apply critical/creative thinking strategies at school, at home and in the community, and to share their experiences with classmates.
Mathematics Uses critical/creative thinking skills when solving non-routine or unfamiliar problems.	
Language Arts Develops a distinction between successful and unsuccessful people based on role models from literature. Gathers biographical data on authors and compares/contrasts common characteristics, qualities and behaviours that may have lead to success: e.g., hard work, dedication, commitment.	Have students review autobiographies or biographies of successful Canadians, compile a list of common characteristics and report their findings to the class: e.g., Nellie McClung, Dr. Banting, Marc Garneau, Maria Campbell. Have students complete the following chart as it applies to them individually:

Characteristics of Successful People	This characteristic/behaviour applies to me:			
	Always	Sometimes	Seldom	Never
•				
•				

After completing the chart, have students list two areas in need of attention and write one or two strategies that can be used to encourage growth in those areas.
e.g., Seldom on time: Strategy 1 – buy an alarm clock; Strategy 2 – have a friend telephone you.

Have students select one characteristic of a successful person to use as the theme for a poster. Include a slogan or motto for the poster:
e.g., "Do your best,
then enjoy the rest."

Administer the "Locus of Control" survey in class and have students compare/contrast the results with previous results. (See *Teacher Resource Manual*: Process/Inquiry.)

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COURSE: SOCIAL STUDIES (I.O.P. Grade 9)
PERSONAL/INTERPERSONAL DEVELOPMENT

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES FRIENDSHIPS AND PEER GROUPS	
• Compares/contrasts real and superficial friendships	Chooses a peer group at school, work and in the community to meet individual needs.
• Relates peer groups to peer group norms	Avoids situations where peer pressure could lead to inappropriate behaviour: e.g., drugs, illegal activities such as break and enter, car theft.
OBSERVES AND EXPLAINS GROUP BEHAVIOUR	Recognizes the need for cooperative behaviour when playing a team sport.
• Determines situational etiquette	Displays communication skills appropriate to the social situation.
• Compares cooperative, uncooperative and competitive behaviours	Assists classmates to solve conflicts, using conflict resolution strategies.
• Identifies conflict and conflict resolution strategies	Identifies qualities in school election candidates that would make them suited/unsuited to leadership positions.
• Lists leadership qualities	
• Relates group norms to role behaviour	

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Develops confidence and trust in others.	Have students list desired qualities of a "perfect friend" and compare the list with the qualities of present friends and yourself as a friend. Review the concept of peer group with students and lead a discussion about peer group norms, using the following: • Name some norms of your peer group. • Do norms change as peer groups change? • Compare peer group norms to family, workplace and community norms.
Language Arts Recognizes in the literature appropriate/ inappropriate behaviour as a result of peer pressure.	
General Applies interpersonal strategies to work productively with classmates.	Have students organize themselves into an inner and an outer circle for a "Fish Bowl" activity. Provide the inner circle with a topic to discuss while the members of the outer circle observe, record and subsequently report their observations. Suggestions for discussion topics: • Should the legal drinking age be raised to 21? • Should teens have to do household chores? • Should school attendance be compulsory?
Language Arts Examines and applies discussing, comprehending and asking and answering skills in group situations.	Have students identify and discuss the following conflict resolution strategies: Competition – Forcing the issue, arguing the issue, pulling rank Collaboration – Assertive problem solving, confronting disagreements, exchanging and/or accepting ideas Compromise – Exchanging ideas, making concessions, bargaining Avoidance – Ignoring others, passing the buck, delaying action, waiting for problem to solve itself Accommodation – Conceding position, taking pity Provide opportunities for students to role play situations using the above conflict resolution strategies.
	Community Partnerships Invite individuals from local organizations to discuss leadership skills with the class. e.g., president of the Chamber of Commerce chairperson of the school board president of the 4-H club. Have students interview the administrators and teachers of the school to determine methods of resolving conflicts on the job. Pay particular attention to the type of conflict, resolution techniques and specific behaviours of persons involved in conflict.

LEARNING OBJECTIVES	Related Life Skills
RELATES CURRENT AFFAIRS TO THE STUDY OF PERSONAL/INTERPERSONAL DEVELOPMENT	Recognizes that current events may influence personal/interpersonal development and the local community: e.g., a change of government in another country may increase the number of immigrants to the community additional money from the provincial government may improve the facilities within the community relating to drug abuse and health care.

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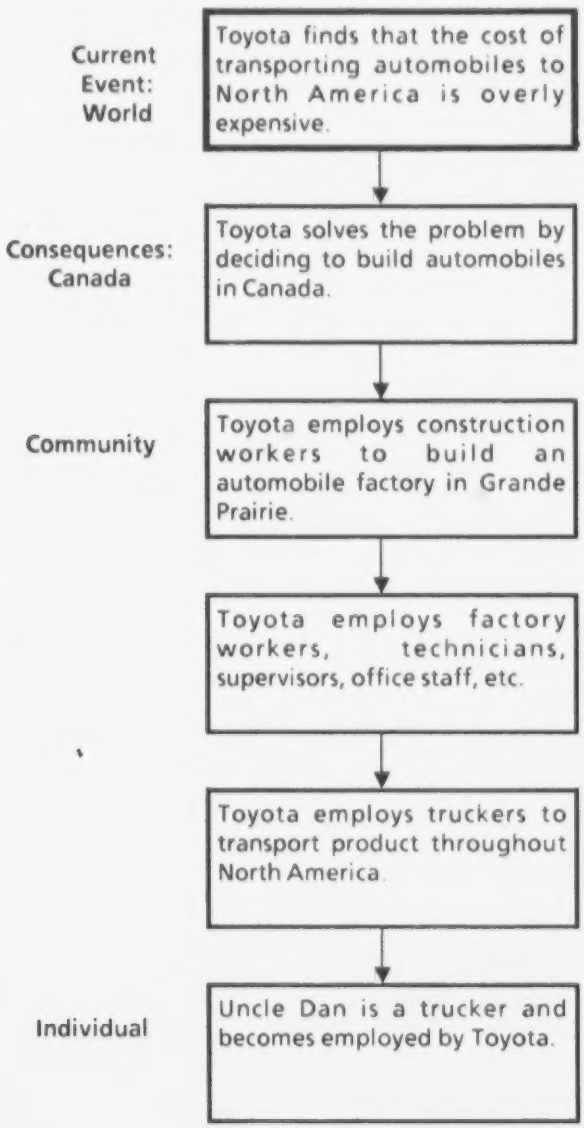
Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Reads, views and/or listens to the media to identify current affairs issues that may influence personal/interpersonal development.	Students may not recognize that a decision made in another country may influence their personal development. Have students select current world issues and determine the influence on Canada, the province and their community. Introduce the following scenario and encourage students to provide future issues to add to a bulletin board enlargement.


Current Event: World
Toyota finds that the cost of transporting automobiles to North America is overly expensive.
Consequences: Canada
Toyota solves the problem by deciding to build automobiles in Canada.
Community
Toyota employs construction workers to build an automobile factory in Grande Prairie.
Toyota employs factory workers, technicians, supervisors, office staff, etc.
Toyota employs truckers to transport product throughout North America.
Individual
Uncle Dan is a trucker and becomes employed by Toyota.

SOCIAL STUDIES (I.O.P. GRADE 9)

KNOWLEDGE: THE SOCIAL AND ECONOMIC COMMUNITY:

A. CANADA

B. COMPARISON OF CANADA WITH THE UNITED STATES AND U.S.S.R.

CONCEPTS

- The social and economic communities interrelate and are influenced by geographical location, physical features, climate and natural resources.
- Immigrants and/or cultural groups have influenced the community and the community has influenced immigrants and cultural groups.
- Critical/creative thinking and inquiry strategies may be used to examine social and economic issues.
- The social and economic community may be influenced by current affairs.

SKILLS:

The skills relating to **THE SOCIAL AND ECONOMIC COMMUNITY** are outlined in the learning objectives listed in column one.

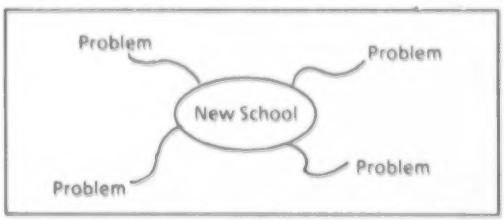
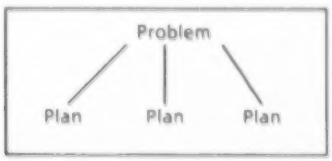
ATTITUDES:

- Develops a desire to continue learning about the interdependency of the social, economic and physical community.
- Develops a desire to apply critical/creative thinking and inquiry strategies to social and economic issues.
- Appreciates the hardships experienced and contributions made by immigrants to Canadian communities.
- Recognizes the importance of understanding current world issues as they relate to the social and economic community.

LEARNING OBJECTIVES	Related Life Skills
RELATES GEOGRAPHICAL LOCATION, PHYSICAL FEATURES, CLIMATE AND NATURAL RESOURCES TO INDUSTRY AND POPULATION • Compares/contrasts community population trends • Distinguishes renewable/non-renewable resources within the community • Identifies reasons for population changes: environmental issues, lack of employment, other • Constructs maps demonstrating the use of longitudes/latitudes, symbols, directions, distances, scales and physical features	Determines industrial sites and possible locations of future employment: e.g., mining – southern Alberta agriculture – central/northern Alberta forestry – northern/western Alberta. Evaluates local and regional economic opportunities based upon resource availability. Collects newspapers for recycling. Projects job demands in areas that rely on non-renewable resources. Adheres to hunting/fishing laws.
RECOGNIZES THE EFFECT OF ENVIRONMENTAL ISSUES ON THE INDIVIDUAL AND THE COMMUNITY • Lists and priorizes the environmental concerns presently affecting the community, province, country and the world • Gathers data and uses a decision-making process to develop a personal opinion regarding several environmental issues • Develops strategies to increase community awareness of and response to environmental concerns	Plays an active role within the home, school and community to help in minimizing environmental pollution: e.g., avoids wasting non-renewable resources uses recycling systems. Takes an active role in local environmental issues: e.g., 4-H highway cleaning garbage disposal paper recycling. Hunts and fishes within limit guidelines. Lobbies local politicians regarding garbage disposal sites and recycling policies.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Organizes information in graph/chart form for presentations/demonstrations. Science Distinguishes between renewable and non-renewable sources of energy. Identifies ways of conserving non-renewable sources of energy. Formulates hypothesis and predicts events.	Have students list familiar products and identify the resource(s) from which they are made. Ask students to draw maps of the local community and to use a legend to indicate the location of natural resources. Expand the activity to include Alberta and Canada. Have students construct mobiles of different industries within the community or the province of Alberta. Provide time for students to develop a plan outlining methods to budget/conserve paper use. Implement this plan in the classroom. Community Partnerships Organize a field trip to identify major resources and industries in the community. Have the class design posters and slogans that advertise the community, highlighting resources and/or industries. Identify a non-renewable resource in the community and investigate specific conservation strategies. Invite a guest speaker to discuss conservation methods specific to their area; e.g., a farmer, a city/town planner.
Language Arts Gathers information from media sources by recording key words or phrases. Writes letters to request environmental information from the government and businesses. Practical Arts Recognizes/compares alternatives in the use of renewable/non-renewable resources. Science Describes ways in which local use of natural resources has disrupted ecological balance and may threaten environmental quality. Recognizes/uses appropriate strategies for making responsible decisions about the use of science and technology in society.	Have students select a non-renewable resource and ask them to give historical highlights in three-dimensional, pictorial and/or written form. Provide the opportunity to predict the state of the resource in the years 2000, 2025 and 2050. Students' displays may be placed in the hallways of the school or on classroom walls. Create posters that would advertise various types of occupations/careers associated with primary, secondary or tertiary resources. e.g., **FORESTRY** **Resources** — **Employment Opportunities** **Primary: Forests** → Heavy equipment operators; Truckers; Lumber workers **Secondary: Lumber** → Millworkers; Carpenters; Truckers **Tertiary: Furniture** → Salespersons; Shipping/receiving clerks; Office staff

LEARNING OBJECTIVES	Related Life Skills
DEMONSTRATES AN UNDERSTANDING OF IMMIGRATION	
• Identifies the countries of immigration represented in the local community	Understands and appreciates the customs of Native Canadians and people from other countries. e.g., It is customary for Hindu males to cover their heads; for Scottish people to celebrate Robert Burns' birthday; for British Canadians to celebrate the Queen's birthday.
• Identifies reasons for immigration	Attends cultural events in the community. e.g., Scottish/Ukrainian dance festivals.
• Recognizes the benefits the community offers immigrants and immigrants offer the community	Recognizes special foods, particular dress and cultural activities as a means of identifying ethnic groups.
• Locates and uses sources of information to determine contributions made by various cultural groups: clothing, food, recreation, crafts, others	Recognizes the benefits of living in the local community/country.
• Distinguishes between immigrants/refugees	Donates time/money/goods to locate institutions designed to assist refugees. Investigates organizations designed to assist immigrants and refugees: e.g., Amnesty International United Nations.
OUTLINES DIFFICULTIES FACED BY IMMIGRANTS	
• Summarizes ways in which immigrants overcome obstacles	Assists recent immigrants to become familiar with the community and local customs.
• Develops strategies to increase understanding and acceptance of immigrants and cultural groups.	Analyzes personal barriers influencing the acceptance of immigrants and develops strategies/plans to overcome these inhibitors. Recognizes the need for new immigrants. Develops empathy and tolerance for recent immigrants and refugees.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Displays increased tolerance regarding differences in others.	Community Partnerships Provide the opportunity for students to develop a set of questions to ask parents, grandparents and/or other community members regarding immigration experiences. Questions may include the following: • Where were you born? • Where were your parents/grandparents born? • When did you/parents/grandparents leave the country of birth? • What were the conditions in the country that prompted emigration? Have students locate and label the countries on a classroom map. Have students organize a "culture day" and invite other classes, school administrators, teachers and/or community members to take part.
Language Arts Identifies communication barriers that may hinder effective interpersonal relations. Summarizes examples of tolerance and understanding in the literature.	
Practical Arts Recognizes tolerant/intolerant behaviour in the workplace. Develops strategies to assist recent immigrants to manage in the workplace.	Have students map problems individuals may face when moving to a new school or trying out for a team. Brainstorm ways in which these problems could be overcome. (See *Teacher Resource Manual*: Participation.)  

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES THE ECONOMIC COMMUNITY	
• **Names major businesses and industries within the community**	Recognizes factors that affect job movement.
• **Classifies businesses and industries as primary, secondary or tertiary**	Identifies potential benefits/detriments of new industry into the area.
• **Relates population, resources, industry and the economic base of a community to employment**	Recognizes that the stability of a community often depends upon employment opportunities.
• **Relates the major areas of an urban/rural community to industries, services and population patterns**	
E IDENTIFIES THE COMMUNITY TAX SYSTEM	
• Distinguishes property and business tax	Understands the relationship between taxes and services in order to make responsible voting choices.
• Identifies services in the community that receive tax dollars	Gains greater understanding of the tax system.
• Relates the level of service to the tax base	Recognizes the tax base of the local community.
	Analyzes the need for increases in taxes.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities
	Lead a discussion which focusses on the feelings one experiences in new situations. Community Partnerships Have students select and interview a new member of the community and report their findings to the class. Responses could be charted, examined and discussed. Have students invite to class a community member who once was an immigrant to discuss barriers experienced and methods used to overcome these obstacles.
Practical Arts Recognizes potential employment/entrepreneurship opportunities in the local community. Science Recognizes the impact of industry and population on the local environment.	Have students use an outline map of Canada to colour-code population statistics for the major urban centres, provinces and territories. Discuss how political power may be influenced by voters. Community Partnerships Have students survey rural voters to list their community concerns. Rank these concerns in priority order according to the frequency encountered and discuss how the population distribution might affect the types of issues addressed and resolved in an election. Compare the recreational facilities of the local community with those of adjacent rural and urban regions. Draw inferences from the observations.
Mathematics Interprets taxation information presented in chart/table/graph form.	Invite individuals to the classroom who are employed by institutions that are financed through tax dollars. Discuss the distribution and/or uses of the monitor. e.g., a hospital employee, a superintendent or secretary treasurer of a school system, a police officer.

LEARNING OBJECTIVES	Related Life Skills
RECOGNIZES THE INFLUENCE OF VARIOUS FACTORS ON THE QUALITY OF LIFE	
• Identifies renewable/non-renewable resources	Evaluates economic differences within the province and country and applies these to employment opportunities.
• Distinguishes between market, centrally planned and mixed economic patterns	Focusses on current affairs to understand the job markets and trends within the community and country: e.g., the effect of OPEC on oil prices and Alberta's economy.
• Relates economic patterns to quality of life	
E • Recognizes that industrialization and technology influence quality of life	Understands that people relocate as a result of new job opportunities: e.g., new pulp and paper mills in Grande Cache and Athabasca.
	Recognizes that world events may influence the social and economic community: e.g., an oil spill in the Pacific Ocean may influence the quality and cost of seafood.

Related Applications Across the Curriculum	Suggested Strategies/Activities

Practical Arts

Relates career planning and personal choice of lifestyle to existing marketplace opportunities.

Science

Describes ways in which the regional/provincial use of natural resources has upset ecological balance and threatens environmental quality.

Understands the influence of the energy market on the local community.

Distribute maps of Canada and have students use an atlas to locate the major resources found in various political regions. Compare/contrast the information for each region with:

- population
- economy
- industry.

Have students use a legend to incorporate the above information on the map.

Organize students into groups to research each political region of Canada. Provide time for students to locate/chart/graph and to present this information to the class. Initiate a discussion to compare/contrast the gathered information.

Have students recall their lists of needs and wants and relate these items to a personal definition of "quality of life":
e.g., an acceptable quality of life level may be achieved when all individual needs and some wants are met.

Have students relate the type of economic pattern to a country and to recognize the main characteristics of each pattern. (See *Teacher Resource Manual*.)
e.g.,

Economic Pattern	Country	Characteristics
market	U S A	land, labour and capital are controlled by private producers
centrally planned	U S S R	land, labour and capital are controlled by government
mixed	Canada	decisions regarding land, labour and capital are made by public and private sectors

Community Partnerships

Invite a community member to the classroom to discuss the influences of mass production, automation and/or technology at their job site:
e.g., mechanic, postal worker, carpenter.

Invite an individual working in a cottage industry to discuss marketing. Visit a factory/industry that has been influenced by automation and technology:
e.g., meat packing plant, post office, lumber mill.

LEARNING OBJECTIVES	Related Life Skills
RELATES CURRENT AFFAIRS TO THE STUDY OF THE SOCIAL AND ECONOMIC COMMUNITY	
• Locates and places towns, cities and countries in the news using latitudes and longitudes	Understands casual factors and implications of issues in order to make logical, informed choices throughout life.
• Identifies the hemispheres and the continents	Investigates common issues and takes an informed personal stand.
	Enhances conversations by demonstrating an awareness of current world issues.
	Develops the ability to view all sides of an issue and respects the opinions of others.
	Recognizes that world events may influence the socio/economic community. e.g., A famine in India may cause the export of Canadian grain to increase, raising the economic base of Canadian agricultural communities.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Examines world events as they relate to all school subjects: e.g., Mathematics - fluctuations in world currencies Science - new communication technology developed in Japan.	Encourage students to identify and report current issues to classmates. Apply deBono's CAF model or others to investigate the factors involved in making decisions about world issues (see *Teacher Resource Manual*: Process/Inquiry). Maintain a current affairs section of the bulletin board for student contributions throughout the year. On a bulletin board map, have students identify countries in the news, using coloured tacks and thread to connect the tacks to a card summarizing the event. Examine and compare the populations, natural resources, physical features and economic levels of selected countries. Have students identify the type of economy associated with each country in the news: e.g., market, centrally planned, mixed. Discuss and use a decision-making model to examine issues such as: • the relationship between natural resources and climate • the relationship between economy and population.
Language Arts Identifies current issues portrayed in the news and writes letters stating personal opinions to organizations and/or local government representatives. Examines strategies used by reporters to relay news events in television/radio newscasts and in newspapers/journals.	
Science Recognizes the need for compromise when finding workable solutions to problems involving science and technology in society: e.g., nuclear energy, acid rain. Recognizes the impact/potential impact of scientific discoveries on developing countries.	Community Partnerships Invite guest speakers from the RCMP, AADAC, and community health to discuss contemporary issues with the class: • teenage pregnancy • drug use and abuse • teenage suicide.

SOCIAL STUDIES (I.O.P. GRADE 9)

KNOWLEDGE: CITIZENSHIP IN CANADA

CONCEPTS

- Citizenship relates to laws and it is the responsibility of citizens to respect and understand laws.
- It is important to apply the knowledge of laws to personal behaviour.
- Critical/creative thinking and inquiry strategies may be applied to gain an increased understanding of laws.
- Current events may influence Canadian citizenship and laws.

SKILLS:

The skills relating to **CITIZENSHIP IN CANADA** are outlined in the learning objectives listed in column one.

ATTITUDES:

- Appreciates the need for laws and for a personal understanding of laws.
- Acquires a lifelong desire to act within the boundaries of the law and to be a responsible, participating citizen.
- Appreciates the need to recognize current affairs and their influence on the community, province and country.

COURSE: SOCIAL STUDIES (I.O.P. Grade 9)
CITIZENSHIP IN CANADA

LEARNING OBJECTIVES	Related Life Skills
DISTINGUISHES LAWS AS THEY PERTAIN TO THE INDIVIDUAL AND THE COMMUNITY	
• **Recognizes that there are different levels of government**	Obeys all laws pertaining to recreational activities: e.g., skidooing, biking.
• **Summarizes the development of and need for laws e.g, the Highway Traffic Act, the Young Offenders Act**	Recognizes when a law is being broken and takes action to apprehend the offender, contact the authorities, etc.
	Obtains a driver's permit/licence for work and leisure and drives in a responsible/ defensive manner.
	Assists in maintaining family vehicles to meet acceptable standards.
	Behaves within the law at home, at school, and at work.
	Gains an understanding of the specific consequences of deviant behaviour.
	Chooses peer group wisely.
	Makes decisions about behaviour based on consequences rather than peer pressure.
	Understands that one does not have to be directly involved in committing a crime to be charged with a criminal offence (accessory after the fact).
RECOGNIZES THE QUALITIES OF A RESPONSIBLE CITIZEN	
• **Describes the attitudes and behaviours of members of society who make positive contributions**	Recognizes the importance of voting in a democratic system.
• **Identifies the personal characteristics that society values in its members**	Reacts to proposed legislation by writing or telephoning the appropriate representative.

Related Applications Across the Curriculum

Language Arts

Examines sections of the Highway Traffic Act to improve comprehension.

Obtains and investigates copies of driver examinations as a basis for personal preparation.

Examines legal vocabulary to aid in the comprehension of laws:
e.g., rehabilitation, probation, deterrent.

Practical Arts

Recognizes potential implications of violating the Young Offenders Act on obtaining work placement.

Science

Recognizes the need for laws governing the disposal of hazardous wastes and other pollution controls.

General

Monitors behaviour and acts responsibly in school, the workplace and the community.

Suggested Strategies/Activities

Introduce the unit with a pretest to motivate learning and to help direct the study of unit concepts. Questions may include:

- List two reasons for having a police force within a community.
- If an underaged person is with older, drinking friends, can this individual be charged? If so, what charges would be laid? Under what act/law?

Prepare advertisements for cars and/or trucks, outlining their safety features.

Role play court situations regarding infractions to the Highway Traffic Act.

Investigate traffic regulations with students, such as licencing ages, categories and requirements.

Encourage students to investigate newspapers to complete charts similar to the following:

Decision	Level of Gov't
the use of all-terrain vehicles on highways	Provincial
fares for public transit	Municipal

Have students chart the types of decisions made within the family or in the peer group, and determine the individual or group who makes the decision.

Community Partnerships

Invite a lawyer or judge to the classroom to discuss the development of laws, unusual laws, frequently used laws, and other related issues.

Invite guest speakers such as RCMP officers, city police officers and insurance agents to discuss implications of traffic tickets on maintaining a driver's licence and acquiring insurance.

Organize a field trip to a courthouse and police station to experience the legal system in action. Role play apprehension (arrest) and courtroom situations.

Invite a local judge, RCMP officer, or a probation officer to talk to the class about criminal records, probations, etc.

Review and expand the concept of responsible citizenship introduced in Grade 8. Have students provide examples of responsible citizenship from the school, the workplace and the community.

LEARNING OBJECTIVES	Related Life Skills
E DESCRIBES THE PROBATION SYSTEM	Understands all conditions of a probation order.
• Summarizes the components of the probation system and the responsibilities of a probation officer	Behaves in a legal manner to avoid prosecution.
• Outlines the responsibilities and consequences of a probation order: reporting frequency, conditions, breach of probation	Shares information with the peer group regarding the probation system.
RELATES TO CURRENT AFFAIRS TO THE STUDY OF CITIZENSHIP IN CANADA	Views political cartoons as a quick and easy method of understanding the political "atmosphere" of the province or country.
• **Relates political cartoons to current events**	Develops an awareness of the consequences of oversimplifying issues.
• **Identifies symbolism in cartoons**	Separates fact from opinion when deciding to support a candidate during a school election.
• **Recognizes the cartoonist's message**	Appreciates the need for international organizations to help uphold international laws: e.g., Red Cross, U.N., Amnesty International, NATO, World Peace Organization.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities
	Have students design a bulletin board to display possible situations that could result in the charge of being an accessory: e.g., being with a group that stole a car, attending a drinking party with an under-aged companion. Design classroom behavioural contracts that function like probation orders: e.g., if caught twice for inappropriate behaviour, will have to serve penalty for original misbehaviour as well as current misbehaviour.
Language Arts Reviews strategies for interpreting cartoons: e.g., symbolism idioms slang.	Encourage students to contribute political cartoons to the bulletin board. Have students examine and interpret cartoons by: • identifying the characters • identifying the setting • reading and summarizing the caption • interpreting symbols (e.g., beaver, maple leaf for Canada, Uncle Sam for U.S.A.) • summarizing their interpretation of the cartoonist's message. Provide students with opportunities to develop individual political cartoons to display in the classroom. Encourage students to use local, provincial, federal and/or international issues. Encourage students to contribute media articles pertaining to the course concepts as each is studied. Provide students with opportunities to apply problem-solving/decision-making strategies to world events as they relate to specific concepts under study. Have students apply critical/creative strategies to suggest possible solutions to world problems.

SOCIAL STUDIES (I.O.P. GRADE 9)

KNOWLEDGE: CAREERWATCH 9

CONCEPTS

- It is important to acquire the ability to locate available jobs within the community and to relate these to personal abilities, needs and interests.
- Problem-solving/decision-making and critical/creative thinking strategies will assist the individual to examine employment opportunities.
- World events may influence present and future employment opportunities in the community/province.

SKILLS:

The skills relating to **CAREERWATCH 9** are outlined under learning objectives listed in column one.

ATTITUDES:

- Appreciates the need to assess personal interests and aptitudes as well as to survey the potential market prior to making career decisions.
- Develops the desire to apply decision-making/creative thinking strategies to employment decisions.
- Appreciates the need to understand the relationships among world events, employment opportunities and personal career selection.

LEARNING OBJECTIVES	Related Life Skills
IDENTIFIES EMPLOYMENT OPPORTUNITIES WITHIN THE COMMUNITY • Locates sources of employment information within the community • Classifies employment opportunities into occupational clusters • Identifies institutions within the community that relate to the occupational clusters	Uses all available sources of job information when seeking part-time or full-time employment. Creates own job or business if no other employment exists: e.g., mow lawns, wash cars, clean yards, paint fences, etc.
IDENTIFIES NEW/FUTURE EMPLOYMENT OPPORTUNITIES IN THE COMMUNITY • Recognizes the importance of local radio, TV and newspapers as sources of information regarding new industries and job opportunities	Predicts future employment needs of the community and formulates strategies for job attainment. e.g., A new car dealership will open next year, therefore takes sales training to prepare for car salesperson's job. Researches jobs on an ongoing basis in order to secure employment that meets changing individual needs.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Mathematics Recognizes/differentiates between salaried employment and part-time work/contract employment.	Distribute classified sections of the newspaper to groups of students. Provide time for students to use the ads to: • identify interesting jobs • list information about those jobs • identify skills needed for jobs listed • identify areas of personal knowledge and training needed. Provide time for students to identify and categorize jobs into the eight occupational clusters of agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation.
Practical Arts Relates career information to tasks and projects completed in the practical arts classes.	
Science Recognizes the impact of science and technology on the job market. e.g., automization may reduce the need for personnel and/or may require specially trained personnel.	Community Partnerships Have students identify sources of and obtain employment information within the school and the community. Discuss the collected information.
Language Arts Reviews the use of technology and the media to gather information about new and future job opportunities.	Identify employment areas that have recently undergone changes as a result of technological advances, market fluctuations, ownership transfers, etc. Invite an employer/employee to discuss the results of these changes. Organize a class career day and have students dress appropriately for an occupation that interests them: e.g., coveralls – mechanic, farmer white apron – cook, cook's helper.

LEARNING OBJECTIVES	Related Life Skills
RELATES COMMUNITY EMPLOYMENT OPPORTUNITIES TO PERSONAL ABILITIES, NEEDS AND INTERESTS	Relates major areas of interest to occupational choices. Appreciates the need to update resumes as interests change with time. Identifies career goals and realistically relates these to abilities.
RELATES CURRENT AFFAIRS TO EMPLOYMENT IN THE COMMUNITY, PROVINCE, COUNTRY AND WORLD • Recognizes that world events may influence employment opportunities	Appreciates the need for employment flexibility. Recognizes that decisions made by other countries may influence the employment in the community. e.g., The Japanese are buying Canadian coal which will lead to employment in industries such as transportation and construction.

Related Applications Across the Curriculum	Suggested Strategies/Activities
Language Arts Uses organizing, outlining and writing skills to develop a personal resume.	Community Partnerships Invite the guidance counsellor to discuss a variety of tests and the information provided by each test result. Have students complete a test and provide opportunity for the counsellor to interpret the test results to students individually. Have students interview three employees within the community to ascertain the job tasks that interest them, reasons for their employment selection, the advantages/disadvantages of their jobs. Assist students to organize a job shadowing experience in an occupational area of personal interest. Have students list specific attitudes and skills that will help to make them successful. Share the results with the class and develop a list of common (generic) attitudes and skills.
Practical Arts Recognizes that individuals should prepare themselves for employment flexibility.	Have students organize a noon hour hot dog sale or a dance. Upon completion of the event, have students analyze and record all the different skills required: e.g., interpersonal skills cooking skills counting money skills.
Science Recognizes the influence of technology on employment opportunities and the labour force. e.g., Computers have decreased job opportunities in some industries (postal workers, bank tellers) but have increased opportunities in other industries (program developers, computer manufacturers).	Have the class assist the guidance counsellor to organize career day at the school. Students may perform the following tasks: • locate and telephone speakers • write letters to companies requesting information/speakers • develop advertising posters • host the event • write follow-up thank you letters. Encourage students to bring to class media items about world issues that may influence employment in the community and the province: e.g., a decision by OPEC countries may result in reduced revenue for Alberta oil.